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ABSTRACT

This manual is designed to assist coordinators of an English-as-a-Second-Language discussion group program in program planning and administration. The program uses volunteers to conduct discussions on topics of interest to limited English speaking community members. The introductory section of the manual describes the program, outlines the coordinator's administrative responsibilities, and makes suggestions for program development, including recruiting, enlisting, and orienting volunteers, recruiting language learners, and managing administrative details. Part 1 of the manual is a collection of ideas and materials for conversation activities. The guide contains 23 sample conversation themes (i.e., friends, weather and seasons, and dreams) and includes instructional considerations, suggestions for instructional materials, and possible class activities for each theme. Two subsequent parts describe the object box conversation technique that is used to help learners to become familiar with the names of common items, and learning exercises to be used when conversation partners change. A fourth part contains suggestions for conversation aids, and two additional parts list more theme and activity ideas. (MSE)

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TALK TIME
COORDINATOR HANDBOOK

VOLUNTEER TRAINING PROJECT

TACOMA COMMUNITY HOUSE
P.O. BOX 5107
TACOMA, WA 98405

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The Volunteer Training Project

The Volunteer Training Project has prepared this handbook with funding from Washington state's Bureau of Refugee Assistance. The VTP provides the following services:

- Consultation with volunteer coordinators
- Basic ESL training for volunteer tutors
- Follow-up special topic workshops
- Talk Time training for volunteers
- Resources and teaching materials
- A statewide newsletter for active volunteers

Talk Time

Our "Talk Time" materials and the various Talk Time programs we consult with have their origins in a program at John Knox Presbyterian Church in Normandy Park, Washington. Gloria Lomax, Karleen Kennedy and other original "Talk Timers" generously shared their ideas and name with us. Since then we have broadened the concept to suit a variety of community needs. We hope this handbook proves flexible enough to be of value for many types of programs.

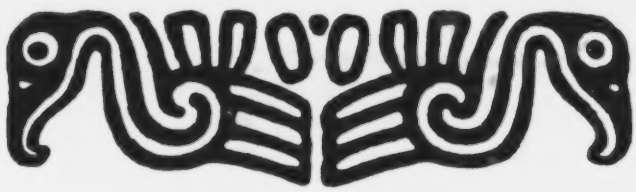


Table of Contents

WELCOME TO TALK TIME.....iv

PROGRAM DEVELOPMENT

PART 1 TALK TIME DESCRIPTION..... 2
Objectives..... 3
Format..... 3
Materials..... 4
Question Lists..... 5
Other Activities..... 5

PART 2 PLANNING YOUR PROGRAM..... 6
Talk Time Coordinator Job Description..... 7
Talk Time Coordinator Schedule..... 8
Arranging Facilities..... 9

PART 3 RECRUITING VOLUNTEERS.....10
Targeted Recruitment Worksheets.....12
Checklist of Recruitment Ideas.....13
Recruitment Contact Form.....14
Sample Recruitment Letter to Groups.....15
Sample Recruitment Flier.....16
Preparing a Presentation: A Worksheet.....17

PART 4 ENLISTING VOLUNTEERS.....18
Process Outline.....19
Volunteer Contact Log.....20
Sample "Thank you for your interest" Letter.....21
Volunteer Job Description.....22
Volunteer Information Form.....23
The Interview: Getting Ready.....24
Tuning In.....25
Making Commitments.....25
Program Orientation.....27
VTP Talk Time Orientation: Confirmation Form.....28
Obligation Checklist.....28
Agenda.....29

PART 5 RECRUITING LANGUAGE LEARNERS.....30
Checklist for Recruitment.....31
List of State Funded ESL Programs.....32
Translated Notices.....34

PART 6 MANAGING YOUR PROGRAM.....36
Taking Attendance.....37
Attendance Form.....38
Expressing Appreciation.....39
Sample Talk Time Outing Announcement.....41

CONVERSATION ACTIVITIES PACKET

PART 1 SAMPLE CONVERSATION THEMES: including Coordinator's Page, Question Sheet and Optional Activity Materials

Housing and Neighborhoods....46
Clothing....50
Mealtime....52
Inside Your Home....54
Animals....58
Friends....60
Weather and Seasons....62
Transportation (A)....64
Transportation (B)....66
Working....68
Health and First Aid....72
Birth and Babies....74
Getting Married....76
Divorce (A)....78
Divorce (B)....80
Old People....82
Death and Dying....84
Leisure Time....86
Luck and Superstition....90
Colortime....92
Dreams....94
Police and Law Enforcement....96
Change....100

PART 2 OBJECT BOX ACTIVITY....102
Activity Sheet....104

PART 3 SHUFFLE BREAK ACTIVITIES....105
Songs....106
Speakers and Presentations....107
Demonstrations....108
"Find Someone" Game....109

PART 4 MORE CONVERSATION AIDS....111
Drawings....112
Body Language....113
Personal Photographs....113
Object Table....114
Pictures....114
Controversial Statements and Situations....115

PART 5 MORE POSSIBLE TALK TIME THEMES....117

PART 6 MORE ACTIVITY IDEAS....119

Welcome to Talk Time!

Talk Time is a weekly conversation session, ideally matching equal numbers of volunteers and newcomers to America. Limited English speakers can practice whatever English language they have with sympathetic listeners in a comfortable, non-threatening setting.

It's the perfect place to ask questions and share experiences. It's often the only place students can express spontaneous speech. Friendships are formed and cultures shared as both partners struggle to get their meanings across.

One Cambodian farmer explained Talk Time this way: "In school, the English is in my head. Here, it's in my mouth."

PROGRAM DEVELOPMENT SECTION

Part 1: Talk Time Description
Part 2: Planning Your Program
Part 3: Recruiting Volunteers
Part 4: Enlisting Volunteers
Part 5: Recruiting Language Learners
Part 6: Managing Your Program

PART 1

TALK TIME DESCRIPTION

OBJECTIVES

Talk Time provides a special language learning activity not often practiced in the classroom setting. It is a "student-centered" activity. In the Talk Time setting no one assumes the "teacher" role. Instead, the emphasis is on friendship roles where knowledge, cultural information and opinions can be shared on a basis of social equals.

Talk Time provides a non-critical, low risk, supportive environment for Limited English Speakers to:

practice the English language skills they have learned

exchange cultural information and experiences

gain an awareness of their immediate community

Talk Time offers Volunteers the opportunity to:

support a non-native speaker's use of the English language in a social setting

exchange information and experiences with people of other cultures

help newcomers connect with the community

help newcomers feel more comfortable around Americans

meet other Americans with similar interests

Each language learner will have limits as to how effectively he or she can express ideas. The objective of Talk Time is to generate as much conversation as the newcomer can manage using the English s/he has already acquired. Further communication is achieved by pictures, gestures, drawings, mime, smiles and great intuitive leaps!

FORMAT

The format shouldn't limit the learners' efforts to communicate or make the volunteers feel they are responsible for their partners' learning process. Rather, it is designed to foster free flowing conversation.

Theme:

To provide a starting point and support to keep the talk coming, the coordinator chooses a theme and provides related materials and activities. Group identity is developed gradually. Supplying a comfortable structure for both limited English speakers and volunteers and providing a sense of purpose help assure the continuing existence of the Talk Time program.

Possible topic ideas are endless. They should be chosen to suit the needs and interests of the participants. The Talk Time Conversation Activities Packet in the second half of this handbook provides some topics already developed for the busy coordinator to use. Most can be used several times.

Conversation Partners:

A one-to-one ratio of volunteers to language learners is ideal. The more attention each newcomer receives the better. Initially the coordinator may have to assign and introduce conversation partners, but soon the "regulars" can assume responsibility for introducing themselves and putting new participants at ease.

Starting out can create some awkward moments. The coordinator can decide to just live through them or provide a full group warm-up activity to break the ice. Throughout the session, the coordinator should be free to roam, providing materials, helping partners get started and greeting late-comers.

Full Group Activities:

Our experience has shown that providing some full group activity at the beginning, middle or end enhances conversation. It also helps to familiarize everyone with each other's faces. Further, a change of pace is essential for most participants. Language learners are working very hard both to express themselves and to listen to unfamiliar voices. Volunteers are working hard to understand and keep the conversation alive. Relaxed activities reinforce the idea that Talk Time is informal and fun.

Shuffle Break:

Time for refreshments, mingling with former partners and greeting new friends can satisfy the social needs of the group members. Changing partners in the middle of the session handles the problem of occasional mismatches and conversing with the very limited English speaker. In the second half, new pairs can start afresh.

MATERIALS

To establish a routine, provide 1) nametags and attendance sheet, 2) blank paper and colored pens and 3) collected pictures of the newcomer's original countries. Other helpful materials are assorted illustrated books and magazines (old National Geographics are excellent), maps and a globe, posters for the walls (commercial or handmade), items relevant to the evening's topic and an object table.

An object box is essential for the very beginning language learner. Copies of the Object Box Activity Sheet in this handbook should accompany an assortment of everyday items. A list of suggestions is found in the Conversation Activities Packet.

QUESTION LISTS

Question sheets are optional. Each of the prepared themes in the conversation packet provides a list of questions as a resource for both volunteer and limited English speaker. They can be duplicated and handed to every participant. The questions are designed to encourage each person to take turns giving information about their cultures and experiences. The conversation shouldn't resemble an interview with the volunteer asking all the questions and the newcomer obliged to answer. A measure of success can be just how far away from the topic a pair can get or just how long they can spend on one question. Question lists are to help initiate the conversation or to lend support when conversation wanes, not to limit the scope of the conversation.

OTHER ACTIVITIES

The suggested activities on the Coordinator's page for each theme are not meant to be definitive. We hoped to present a range of types of activities. Each coordinator is bound to have favorites, ones that the group is comfortable repeating time and again. Brainstorming and interviews with Talk Time coordinators resulted in an additional page of more general ideas. Please consider sharing the ideas your program develops with other Talk Time programs!

PART 2

PLANNING YOUR PROGRAM

Providing a setting for conversational English is relatively simple, but a responsible coordinator, someone who can devote about four hours a week to planning, managing and leading the program, is the key to success. Ideally the coordinator should have experience teaching English as a Second Language (ESL), but enthusiasm and energy can be sufficient qualifications. Before recruiting volunteers or limited English speaking participants, have your Talk Time program well thought out. After laying firm groundwork, you will have happy volunteers and language learners as you place them into your organized and consistent program.

Below is a TALK TIME COORDINATOR JOB DESCRIPTION. The next pages include a schedule of the coordinator's tasks, both during the week and during the Talk Time session, and considerations for arranging the Talk Time site.

TALK TIME Volunteer Coordinator Job Description

2 hours: Talk Time session each week
2 hours: Preparation, recruiting participants, support activities

1. Program Planning -- arrange for a facility
2. Locate volunteers
   - advertise program to potential volunteers*
   - develop JOB DESCRIPTION*
   - develop VOLUNTEER INFORMATION FORM*
   - interview potential volunteers and give program overview
3. Locate LES participants
   - develop translated fliers*
   - contact agencies, neighborhoods, etc.*
4. Arrange orientation date and site
   - announce orientation to recruits
   - arrange physical facilities for orientation session
5. Plan/Organize Talk Time session
   - prepare materials
   - arrange for activities
   - set up room
   - conduct session
6. Provide recognition and support
   - express appreciation to volunteers in a variety of ways*
   - document participation/attendance*

* suggestions and examples are included in this handbook

TALK TIME Coordinator Schedule

During the Week

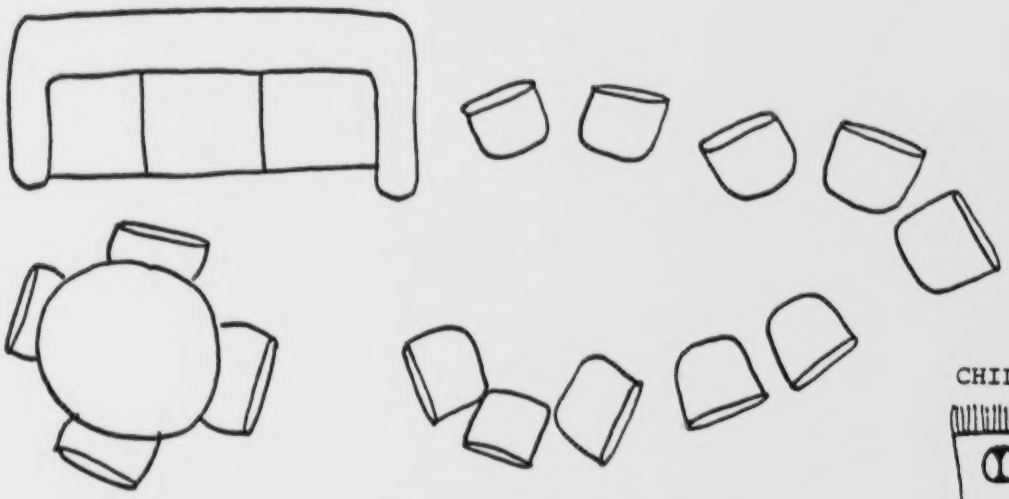
1. Recruit and contact participants
2. Plan/Organize materials
   - prepare/duplicate Conversation Theme sheet
   - collect object box items
3. Arrange a special event (optional)
   - contact speaker
   - arrange special visual aids

TALK TIME Session

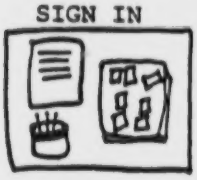
Minutes	Activity
15	Before Session - arrange room - set out "coffee break" supplies - arrange materials, nametags, resource material, objects
5 - 10	Welcome - welcome participants - direct everyone to sign in - match conversation partners
30 - 45	Conversation - pass out Conversation sheet to all participants (optional) - encourage participants to ask each other questions, share what they know about their countries and the evening's theme, use paper, pencils, crayons, picture books to help each other understand - if you notice a lull in a conversation, direct partners to picture books or the object box with activity sheet on the resource table
10 - 20	Shuffle Break - change group dynamics, provide a "coffee break" - get the Talk Timers to change partners or provide a structured full-group activity before resuming the paired conversations
25 - 45	Conversation - when it's comfortable to go beyond conversation aided by set questions, you can use other aids and activities suggested in the Conversation Activities Packet or try out your own ideas
10	Closing and Clean-up - you may need a bell to stop the chattering - announce following week's topic and ask participants to bring relevant items from home - encourage everyone to help put everything away so it's fun and fast - thank people for coming; good-byes until next week
15	After Session - periodically collect feedback on how the group feels through informal interviews or "share" meetings with volunteers

ARRANGING FACILITIES

Now that you know what you'll do at Talk Time, the next step involves finding where your program is best situated. Before recruiting your participants for Talk Time, locate a meeting site which is easily accessible to your target group, who may be coming by bus or by foot. The room should be comfortable and inviting with moveable chairs and tables. Schools, churches, community centers and libraries are likely sites. You can decide whether or not to offer child care. While it requires additional energy, coordination, patience and space, some Talk Timers may welcome the service and even enjoy the opportunity to chat with children. In other words, the arrangements you make for site and services should reflect your overall program goals.

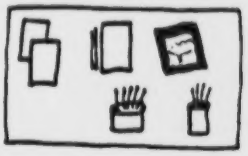


SIGN IN



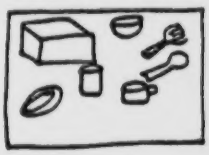
attendance sheet
pens
permanent name tags

RESOURCE



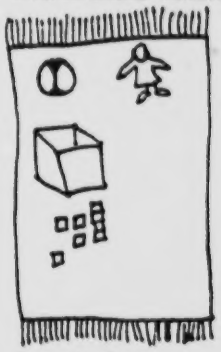
scratch paper
picture books
crayons
pencils
picture file pictures

OBJECT TABLE



Object Box and Activity Sheet items that relate to theme or demonstration

CHILDCARE AREA



donated toys

PART 3

RECRUITING VOLUNTEERS

16

Since Talk Time is a social experience rather than a teaching situation, you have a broad base of potential volunteers. People who feel reluctant or insecure about teaching English can confidently enjoy Talk Time. Volunteers are not limited to "tutor types", but can include anyone eager to enter an inter-cultural social experience.

SINGLES RETIRED PROFESSIONALS YOUNG MOTHERS STUDENTS

Before starting your recruitment campaign, decide the type of volunteers you need (available in the evening or daytime, professional men or women, students, etc.) and then select the most likely recruitment method for reaching them. Keep a record of the methods used and their effectiveness. The results will help you plan future recruitment efforts.

In the following pages, you will find:

- Targeted Recruitment Worksheet
- Checklist of Recruitment Ideas
- Recruitment Contact Form
- Sample Volunteer Announcements
- Preparing a Presentation for Volunteer Recruitment: A Worksheet

TARGETED RECRUITMENT PROCESS:

*1. Decide what volunteer position you need filled; detail the requirements.

2. Imagine a very specific clear profile of 1 volunteer type who might be interested in the position.

3. Decide what would motivate such a person to volunteer for your program.

4. Fantasize where you might find this person; where does he/she spend time?

5. Now, plan exactly how and when you will recruit these volunteers; who will be responsible for each effort?

6. Next, alter just one or two profile elements at a time (single-married, male-female, employed-unemployed) and repeat the process. Then, start all over with a different type. You'll be amazed at the new approaches you'll discover.

* You will generate many more ideas and have more fun if you have your friends who fit your profile help you with this process.

TARGETED RECRUITMENT WORKSHEET

VOLUNTEER JOB DESCRIP.	VOLUNTEER PROFILE	MOTIVATION	WHERE	HOW	WHEN	WHO
• Converse with limited Eng. speakers • meet once a week for 2 hours • travel to a central location	• female, married • 20 - 30 yrs old • college educated • young children • unemployed	• meet new people • Converse with adults • add meaningful activity to her life • Wants to learn about other cultures	• grocery stores • doctors' offices • library • day care centers • schools, PTA • church • Continuing ed. classes • aerobics class • YWCA, YMCA	• poster • speak to groups • announce on appropriate radio stations • community newspapers		

CHECKLIST OF RECRUITMENT IDEAS FOR LOCATING TALK TIME VOLUNTEERS

__ Invite newly recruited ESL volunteer tutors who are waiting for training or placement.

__ Place a newspaper ad (Sunday is the best day); neighborhood papers, too.

__ Do a TV or radio spot (Public Service Announcement).

__ Have your volunteers appear on talk shows (radio and TV).

__ Get newspaper coverage (stories about your work and individual volunteers).

__ Appeal directly to church congregations through newsletters, bulletins or talks to groups (singles, retired, youth).

__ Start a speaker's bureau (volunteers trained to give presentations for you).

__ Share your needs and programs before local boards and commissions.

__ Put fliers in key posting areas around town and in appropriate shops.

__ Put ads where likely volunteers congregate
- public school and college personnel offices
- supermarkets and doctors' offices
- community and senior centers
- unemployment offices
- student employment offices
- student unions
- selected college department bulletin boards (education, sociology, anthropology, psychology, English, foreign language, international studies)
- libraries

__ Encourage volunteers to recruit friends.

__ Put ads in membership newsletters: associated ministerial associations, public school personnel newsletter, college faculty newsletter

__ Present a film or slide show (perhaps "Becoming American").

__ Contact college and high school student associations.

__ Explore college internship and community involvement programs.

__ Talk to public relations people at local large industries about getting ads in their publications.

__ Ask successful volunteer organizations how THEY recruit their volunteers ... then follow their examples.

__ Contact local resources

-SCORE(Service Corps of Retired Execs)
-Volunteer Bureau of United Way
-AARP (American Assn. of Retired Persons)
-NRTA(National Retired Teachers Assn)
-NCVA (National Center for Voluntary Action)
-Junior League
-Junior Chamber of Commerce
-Literacy Council
-Service Clubs (Rotary, Elks, Optimist, etc.)
-AAUW (Am. Assn. of Univ. Women)
-League of Women Voters
-PTA (Parent Teacher Assn)
-RSVP (Retired Sr. Vol. Program)
-YWCA and YMCA
-Singles Organizations

__ Contact former volunteer tutors wanting to regain contact with refugees but unable to commit to teaching.

RECRUITMENT CONTACT FORM

ORGANIZATION	ADDRESS	PHONE NO.	CONTACT PERSON	COMMENTS

Sample Recruitment Letter to Groups

Dear Friend,

The Talk Time conversation group, a cross-cultural event for Americans and our neighbors from around the world, is an interesting, fun and educational experience for all people involved. Limited English speakers are able to practice in a social setting the English they have so painstakingly learned in the classroom. They can relax in a friendly environment and are able to ask questions about American culture of knowledgeable natives. Volunteers involved report great personal satisfaction as they converse and share experiences with their conversation partners. The slightly-structured event (lists of suggested questions and topics for discussion are distributed) gets everyone involved at once, with minimal effort. Once started, the pairs or small groups of conversation partners get caught up in each other's enthusiasm and are soon discussing such diverse topics as fishing methods, history, recipes, holiday celebrations, shopping for bargains, and what to do with the kids on a rainy day.

A brief 3 hour Talk Time orientation to other cultures and conversation techniques is offered to volunteers who come to Talk Time. If any individuals or groups within your organization are interested in cross cultural communication and want to become involved, this training would assure their comfort in the Talk Time setting.

Please call me if you have any questions, want more information, or know of anyone in your organization who might be interested in this program.

Sincerely,

Volunteer Coordinator

Sample Recruitment Flier

TACOMA COMMUNITY HOUSE NEEDS "TALKERS"!

Refugees need not only English instruction as they resettle in Tacoma---they also need to use English conversationally with friendly, supportive Americans.

That's where you can help! Volunteers and refugees gather once a week for an evening of informal conversation. Each hour-and-a-half Talk Time is based on a general theme, but there's lots of flexibility to follow your own interests, too.

Talk Time is meant as a social experience, rather than a teaching situation. If *you're* interested in building friendships between cultures, contact Marilee Fijalka-Carr at 383-3951.

24

PREPARING A PRESENTATION FOR VOLUNTEER RECRUITMENT: A WORKSHEET

Background Data

Name of Audience Organization: _____ Date: _____

Specific Goal of Presentation: _____

Number of People Expected: _____ Age Range: _____

Visual Aids Needed _____

Time Allotment _____

Most Effective Emphasis for This Group _____

_____

Priorities/Interests of Audience _____

_____

Points to Cover in Presentation

Brief History of our Organization & What It Does _____

_____

_____

2-3 Client Benefits of your Organization _____

_____

2-3 Benefits for Volunteers of Your Organization _____

_____

Specific Volunteer Opportunities _____

_____

Time Commitment Necessary _____

_____

Training Required/Supplied _____

_____

Materials I Will Hand Out _____

_____

Don't Forget

( ) Sign up sheet ( ) Alternate plans

( ) Follow up mechanism in place ( ) _____

Evaluation of Audience Reaction _____

_____

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PART 4

ENLISTING VOLUNTEERS

As people respond to your recruitment campaign, record their names on the Volunteer Phone Log. This form is designed to help you keep a record of your conversations with potential volunteers. Rather than paper slips floating on your desk, you can keep a file which has the information handy to send a "Thank you for your interest" letter if you choose.

Volunteers need to know what's expected of them as Talk Time participants and as a coordinator, you benefit by knowing the interests and background of your volunteers. The Talk Time Volunteer Job Description and the Volunteer Information Form can be sent with the thank you letter or given during the interview. You will find your discussion will go more smoothly with a clear job description to discuss and a form that collects pertinent information about the volunteer's talents and interests. You can draw on this information to enhance Talk Time sessions. For example, you may find volunteers can demonstrate drawing cartoons, play the flute, show slides of a trip to Mexico, bake cookies, and so forth. Others may enjoy organizing an excursion to the zoo or family farm. Someone may want to arrange a childcare center for your program. The possibilities go on and on. Also, knowing your volunteers better helps you appeal to their interests and <u>that</u> keeps them coming back!

PROCESS OUTLINE

1. Advertise for volunteers. (See Part 3)

↓

2. Respond to inquiries. Set up interview appointment. Enter into telephone log.

↓

(Optional) Mail a "Thank you for your interest" Letter, Job Description and Information Form.

↓

3. Interview applicants. Answer questions about your program and collect information about the applicants.

↓

(Optional) Provide an orientation to your program session for a gathering of new volunteers.

↓

4. Set up a Talk Time Orientation provided by the VTP giving cultural information and practicing conversation techniques.

↓

5. Supervise closely the volunteers' first Talk Time session.

VOLUNTEER PHONE LOG

Date_____ Initials_____

Name_____

Address_____

City_____ Zip_____

Phone_____

Referred by_____

Comments_____

_____

VOLUNTEER PHONE LOG

Date_____ Initials_____

Name_____

Address_____

City_____ Zip_____

Phone_____

Referred by_____

Comments_____

_____

VOLUNTEER PHONE LOG

Date_____ Initials_____

Name_____

Address_____

City_____ Zip_____

Phone_____

Referred by_____

Comments_____

_____

VOLUNTEER PHONE LOG

Date_____ Initials_____

Name_____

Address_____

City_____ Zip_____

Phone_____

Referred by_____

Comments_____

_____

Sample "Thank you for your interest" Letter

Dear Friend,

Thank you for expressing an interest in helping limited English speakers by becoming a Talk Time volunteer at _____

_____.

I've enclosed a description of the Talk Time program. If you would like to commit yourself to this effort, please complete the Volunteer Information Form and call me at _____,_____ to arrange an interview.

I look forward to meeting and working with you in this cross-cultural effort.

Sincerely,

Volunteer Coordinator

TALK TIME Volunteer Job Description

JOB SUMMARY

TALK TIME volunteers support a non-native speaker's use of the English language in a social setting, exchange information and experiences with people of other cultures, and help newcomers connect with the community. They also help newcomers feel more comfortable around Americans and meet other Americans with similar interests.

QUALIFICATIONS

- ability to attend Talk Time a minimum of ____ sessions each month for ____ months
- patience and willingness to use a variety of methods to help you and your partner understand each other
- sensitivity to different cultures
- desire to develop friendships with people of diverse backgrounds and cultures

RESPONSIBILITIES

- attend a Talk Time orientation which includes cultural information and conversation techniques
- actively participate in Talk Time conversation with one or more language learners
- follow the format and objectives of Talk Time
- come ready to socialize; no preparation necessary

DAYS AND TIMES

TALK TIME orientation: where _____
when _____

TALK TIME meetings: where _____
when _____

Contact: name _____
address _____

(hours: _____) phone _____

Volunteer Information Form

Name_____ Date_____

Address_____ Home Phone_____

_____ Work Phone_____

Educational Background (circle one):

I have completed: a. grammar school b. junior high school

c. senior high school d. college e. graduate school

If you have a family, please describe briefly:_____

_____

_____

Languages spoken or studied:_____

Previous volunteer experience:_____

_____

Travel experience:_____

_____

Describe your present (or former) job(s):_____

_____

Describe any hobbies you have:_____

_____

Note any additional skills or abilities that you might be able to share with us:

_____

_____

How did you hear about TALK TIME?_____

Have you had any formal training in teaching?___ ESL?___ If yes, where, when, and how long?

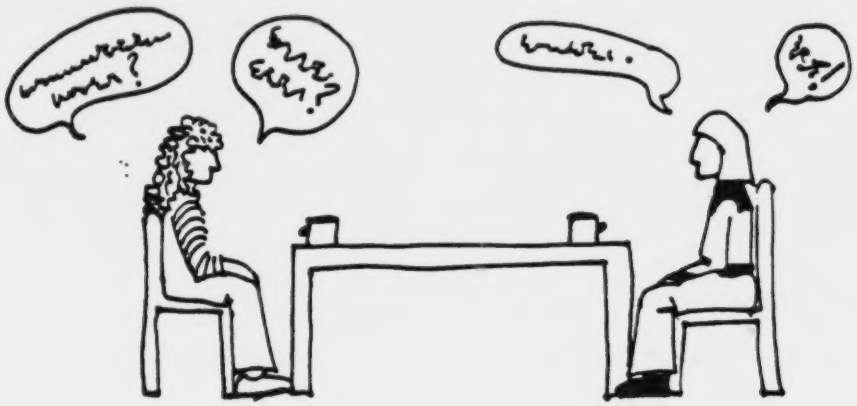
_____

Do you have a car?___ Auto liability insurance?_____

You may write additional information and comments on the back.

Thank you.

THE INTERVIEW



As a COORDINATOR, you need to have certain information about the volunteer from the VOLUNTEER INFORMATION FORM in order to make an appropriate placement; not all potential volunteers should teach ESL to refugees.

The VOLUNTEER needs to consider a written JOB DESCRIPTION before making a commitment to join your organization; not all potential volunteers really want to teach ESL to refugees once they know the responsibilities involved.

An INTERVIEW allows both you and the volunteer to clarify any questions you may have before reaching a mutual understanding about the next step.

Most often you'll have your initial contact with a volunteer over the phone when she calls to express interest in your program. You may be so thrilled with any response that you say, "Oh, thank you for calling. When can you start?" Truly, however, this hasty reaction is not fair to your program, the volunteer, or the language learners. Simply explain to the potential volunteer that you'd like to meet with her to discuss the program in detail. If the volunteer works, other arrangements might be made: before/after work, Saturday morning, before/after church, lunch time, day off, evening.

Getting Ready

1. Have the Volunteer Information Form and Talk Time Job Description available.

2. Have coffee/tea/cocoa ready to offer.

3. Have accessible any visual aids to illustrate your program:
   -pictures of actual Talk Time sessions
   -newspaper articles, etc., describing your program or needs of limited English speakers.

Tuning In

1. Make the volunteer comfortable physically (offer something to drink, provide a quiet place for the interview, take her coat, etc.).

2. Get acquainted. Share some information about yourself to let the volunteer know who she'll be working with.

3. Give a basic overview of your agency and your Talk Time program.

4. State the purpose of the interview.

5. Give the volunteer the Volunteer Information Form to fill out; while your read the form, give the volunteer the Job Description to read.

6. Ask some of the following open-ended questions:

__What have you enjoyed most about your past volunteer experience?

__What sort of people do you enjoy working with?

__What sort of people don't you enjoy working with?

__What do you consider your greatest strengths and weaknesses?

__What motivates you to make your greatest effort?

__What 2 or 3 accomplishments have given you the most satisfaction?

__How does our volunteer program fit into your own long range goals?

__Which of your skills do you think will contribute most to our program?

__What is the biggest reason you've chosen to volunteer to participate in Talk Time?

__What experiences have you had with people of different cultures?

Making Commitments

If after the interview questions you feel the volunteer is not appropriate for your Talk Time program, don't be reluctant to steer her in another direction. Both of you will be happier in the long run if you suggest alternatives now:

1. Describe other ways the volunteer may be better suited to help your program (type, provide transportation, babysit, make materials, write the newsletter, do public relations work).

2. Refer the volunteer to the United Way Volunteer Bureau for other volunteer opportunities which will match the volunteer's interests and skills more satisfactorily.

If you are both satisfied with the situation, close with a review of what you each contract to do:

1. Detail the schedules of your program orientation (optional), Talk Time orientation and the regular Talk Time sessions.

2. Answer any last questions the volunteer may have.

3. Clarify any information on the application concerning preferences and schedules.

4. Make firm commitments to attend those meetings you feel vital to your program.

5. Make a note to send the volunteer a copy of your agreement.

PROGRAM ORIENTATION

Your volunteers will want to know how they fit into the larger organization. Give them a clear introduction to the extent of your agency, its purposes and, if possible, some key personnel. This can be part of your interview process or the agenda of a meeting with all the new recruits.

Individually recruited and interviewed volunteers can benefit from a group orientation meeting. You can help them get acquainted and start building a sense of community at the same time you familiarize them with your program and your target ethnic communities. Strangers can leave the meeting as friends with a sense of their common mission.

Meet in a comfortable setting conducive to easy communication. Provide refreshments and a variety of presentation aids: slides, discussion, lecture photographs, a tour, etc. The content of your orientation, whether during an interview or in a group meeting, might include the following:

The Big Picture

-the history of refugees and immigrants in the United States
-limited English speakers in Washington State
-ethnic communities in your local area
-English as a Second Language classes in the area
-description of how your Talk Time program fits into the Big Picture

Your Organization

-history of your programs
-the purpose and goals of your organization
-how you relate to other organizations in the area
-your funding source
-names and functions of your key staff members (perhaps introducing those that can attend)
-hours, holiday schedule, rules of your agency
-physical layout of the building (include a map, conduct a tour)
-announce community meetings and resources of possible interest (Refugee Forum, Community Services Office, etc.)
-announce future meetings (follow-up workshops, monthly share meetings, field trips, etc.)

Allow time for open communication of concerns, fears, comments and questions. Volunteers need time to get acquainted informally during a coffee break or in small groups sharing feelings.

VTP Talk Time Orientation

CONFIRMATION FORM

PROGRAM _____

COORDINATOR _____ PHONE _____

ORIENTATION DATE _____ TIME _____

WORKSHOP SITE _____

COMMENTS _____

_____

COORDINATOR OBLIGATION CHECKLIST

___ meet with VTP staff for program assessment and orientation: describe program; discuss your goals, VTP expectations and services; describe materials and distribution policy; more...

___ recruit Limited English Speakers

___ recruit and interview volunteers

___ (optional) hold an orientation meeting about your program for the new volunteers

___ secure minimum number of volunteers to be trained ( )

___ make arrangements for scheduling orientation site

___ arrange for tables and chairs, ___ blackboard, ___ film projector/screen, ___ video equipment -- at site

___ notify volunteers about the time and place of training

<u>On-Site Obligations</u>

___ meet VTP trainer before each session or make necessary arrangements to open doors, help with last minute emergencies, etc.

___ attend entire orientation (if you haven't already)

___ supply coffee/tea/cocoa (it's a nice touch)

TALK TIME ORIENTATION FOR VOLUNTEERS

Before the initial Talk Time session is held, you can give volunteers the chance to meet each other, discuss cultural issues and discover what Talk Time is all about. We recommend that the orientation last 2 to 3 hours and be held either one week prior to their first Talk Time or the night just before it. Experience has taught that new recruits to existing programs appreciate an orientation especially if they have the chance to meet some of the active volunteers. Following is an example of an agenda used by the VTP.

Agenda

MATERIALS	TIME	
Sign-in sheet Nametags		INTRODUCTION TO TALK TIME
	5 mins.	1. Welcome and introductions
VCR/TV	12 mins.	2. VTP Talk Time Video
video tape	5 mins.	3. Discussion of TT format
	10 mins.	4. Discussion of TT goals
		CONVERSATION STRATEGIES
	15 mins.	1. Brainstorming - ways of getting meaning across - ways of getting people to talk (Refer to TT video)
object box	15 mins.	2. Object Box Activity, working with a partner whose English is very limited.
	15 mins.	3. Group Task: try out Talk Time group activity.
	10 mins.	BREAK
		CULTURAL ORIENTATION
movie/screen project	30 mins.	1. Movie - which illustrates cultural differences - which highlights cultural adjustment/issues
	20 mins.	2. Discussion of cross-cultural issues.

The Talk Time videotape, which is available to programs for a nominal fee from the VTP, depicts an actual Talk Time session in progress. The spirit of Talk Time is conveyed by listening in on conversations that demonstrate good strategies for getting meaning across and keeping the conversation flowing. The value of Talk Time is brought out through insightful comments of the participants.

PART 5

RECRUITING LANGUAGE LEARNERS

Locating limited English speakers for Talk Time may be your most challenging task. At first, the Talk Time format will seem unfamiliar and be confused with an English class. Recruitment should emphasize both the fun and the advantages of informal language practice. Advertise the relaxed atmosphere, the opportunity to exchange cultural information and the chance to make contact with the local community. Getting the initial group together may be difficult until the word-of-mouth effect gets started. Later you can encourage active Talk Timers to bring their friends. Below is a checklist of possible strategies to help you get your message to the right people.

CHECKLIST FOR RECRUITMENT

Post Notices in several languages at

___ Employment Security offices which include the Community Services Office, WIN Office, welfare offices, Job Service

___ ethnic markets, laundromats, supermarkets, housing complexes

___ private agencies which give services to limited English speakers

___ sites of ESL classes either at the community colleges or private institutions

___ work sites of companies which hire numbers of non-native speakers

Contact and/or make presentations at

___ ESL classes through DSHS (list on following page), public colleges, private schools, volunteer agencies tutoring non-native speakers

___ Volags--voluntary agencies that sponsor refugees in the U.S.--and churches involved with newcomers to the U.S.

___ your county Refugee Forum, local Mutual Assistance Associations (MAA's)--ethnic organizations of Lao, Cambodia, Vietnam, Ethiopia, Poland, etc.--and other ethnic organizations

___ vocational training programs such as the JTPA (Job Training and Placement Act) offices and at vocational training schools

___ foreign student associations

Announce through

___ local newsletters, ethnic newspapers

___ community service spots on radio and TV

___ public school system

Make personal appeals by

___ taking bilingual persons to housing complexes with limited English speaking residents

___ designating a "Bring a Friend" night at Talk Time

Superintendent of Public Instruction
ADULT REFUGEE PROJECT
Current Program List
April, 1984

ADULT REFUGEE PROJECT
Suzanne M. Griffin, Supervisor
Old Capitol Building, FG-11
Olympia, WA 98504
Phone: (206) 754-2263
Scan: 235-2263

BANCROFT CENTER
COMMUNITY COLLEGES OF SPOKANE
Judy Pilder, Coordinator
Bancroft Center
Community Colleges of Spokane
W. 1025 Spofford Avenue
Spokane, WA 99205
Phone: (509) 459-3745
SCAN: 784-3745
Contact Person
Mary Allen Clark

BELLINGHAM VOC-TECH
Pauline Anderson
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Technical Institute
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Adult Refugee Coordinator
Rose Simkins

CENTRAL WASH UNIVERSITY
Dr. Dale Otto
Academic Skills Center
Central Washington University
Ellensburg, WA 98926
Phone: (509) 963-1834
SCAN: 453-1834

CLARK COLLEGE
Joan Stout
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Clark College - LRC
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Vancouver, WA 98663
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SCAN: 534-0251

CLARK COLLEGE
Continued
Adult Refugee Coordinator
Randall Wulff
Clark College - MSC
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SCAN: 534-0340

COLUMBIA BASIN COLLEGE
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SCAN: 563-1225

GRAYS HARBOR COLLEGE
Peter Stafford, Coord.
Adult Basic Education
Grays Harbor College
Aberdeen, WA 98520
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SCAN: 433-1292

GRIFFIN COLLEGE
Ronald LaCroix
Dir. of Developmental Studies
Griffin College
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Seattle, WA 98121
Phone: (206)624-7154

HIGHLINE COMMUNITY COLLEGE
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Developmental Studies
Highline Community College
M/S 19-1
Midway, WA 98032-0424
Phone: (206) 878-3710 X 250
SCAN: 374-1250

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Student Services
Lake Washington Vocational-
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LOWER COLUMBIA COLLEGE
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SOUTH PUGET SOUND COMMUNITY
COLLEGE
Julie Cushman
Division Chairperson
Developmental Education
South Puget Sound Comm. Coll.
2011 Mottman Road, SW
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SCAN: 235-7711 X 323

REFUGEE FORUM OF SNOHOMISH CO.
Joanne Kartak, Director
Refugee Forum
Everett Community College
801 Wetmore Avenue
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Educational Coordinator
Refugee Forum
Leanna Walters
Phone: (206) 771-1551 (Edmonds)
Manager
Janice Ormsby
Snohomish Co. Human Ser. Dept.
Snohomish County Courthouse
Everett, WA 98201
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40

DR FRANK B BROUILLET Superintendent of Public Instruction Old Capitol Building, FG-11, Olympia, WA 98504

RENTON VOC-TECH
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TACOMA COMMUNITY COLLEGE
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Adult Refugee Coordinator
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Nancy Butler
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914 E. Jefferson St.
Seattle, WA 98122

Sample Translated Notices

"Talk Time" is a chance to meet and talk with Americans and practice your English. It's planned to be relaxed and fun. Anybody is welcome to come. There are two times and places you can go:

Starting January 4	Fridays, 6:30–8:00 PM Indochinese Cultural Center 1725 Lister
Starting February 1	Mondays, 7:00–8:00 PM Tacoma Community House 1311 South M Street

Tell your friends and come to Talk Time!.

"TALK TIME" (GIỜ ĐÀM LUẬN)

"TALK TIME" tạo cơ hội cho bạn tiếp xúc và tán chuyện với người Mỹ với mục đích thực tập Anh-Ngữ của bạn trong không khí thoải mái và vui nhộn. Rủ bạn bè cùng đi, mọi người đều được mời tham dự "TALK TIME".

NGÀY GIỜ và Địa Điểm

① Kể từ ngày 4 tháng 1 năm 1985
. Mỗi Chiều Thứ Sáu 6:30 – 8:00 giờ
. Tại Indochinese Culture Center
1725 Lister

② Kể từ ngày 1 tháng 2 năm 1985
. Mỗi chiều THỨ HAI 7:00 – 8:00 giờ
. Tại Tacoma Community House
1311 South "M" street.

42

TALK TIME

Do you want a chance to practice English and meet more Americans?

Come to _____

at _____.

ពេលនិយាយ

តើលោកស្រីការចិ្តការមួយ ដើម្បីរំ
រឿនភាសារអង់គ្លេស ហើយជានឱ្យប
ន្ទឹមជនជាតិអាមេរិកកាំង ច្រើនតាមៅ
ឡើតឬទេ?

ស្លមអាក:_____

ភាន្លែង:_____

(Cambodian)

TALK TIME

¿Quiere practicar su inglés y conocer mas gente de los Estados Unidos?

Venga a _____

a las _____

(Spanish)

Giờ đàm thoại

Bạn muốn có một cơ hội để thực tập Anh ngữ và gặp thêm người Mỹ không?

Hãy đến _____

Tại _____

(Vietnamese)

Czas do Gadugadu!

Chcielibyście być w formie mowić po angielsku? Proszę przyjść do rozmawiać z Amerykanami na różnych tematach. Nowy temat co tydzień! Tak to dobre czwiczenie języka!

Gdzie? _____

Kiedy? _____

(Polish)

ການປັບປຸງ ໃນດ້ານການປາກເວົ້າອັ

ທ່ານຢາກມາຮຽນ ເພື່ອ ມາ ປັບປຸງ ພາສາ
ອັງກິດ ແລະ ມາພົບປະ ຊາວ ອັງ ກິດ ເພື່ອ ນ ?
ຂໍ ເຊີນ ທ່ານ ມາ ຫາ ສະ ຖານ ທີ _____

_____

ມື້ ເວ ລາ _____

(Lao)

PART 6

MANAGING YOUR PROGRAM

Now that your Talk Time program is off and running, you can breathe a sigh of relief. Maintaining enthusiasm in your program becomes your new focus. Participants may come and go, requiring continuous attention as you assimilate newcomers to the group and follow up on original members. Collecting photos and stories from Talk Timers about their experiences and insights will help you tell the story and document the benefits of your program to future funding sources and potential participants. On the following pages, you'll find an attendance form with a brief rationale and some ideas for expressing appreciation to your volunteers.

A large factor in the success and long life of your Talk Time program is the coordinator's ability to respond to the unique interests and personalities in the group. Each Talk Time program will be one-of-a-kind. Enjoy the process of evolving your special program. Best Wishes.

TAKING ATTENDANCE

Taking attendance at Talk Time won't take long, but may serve some useful purposes, such as:

- using the hours to document volunteer experience for recommendations--
  "_____ participated in our program ___#___ hours
  from _____ to _____, 19__."

- verifying the valuable service you are providing the limited English speaking community. This data of time and numbers of participants is often vital for agencies, church boards, funding sources.

- contacting participants for other social functions with the handy list of current names and phone numbers.

- reporting the hours of English conversation for employers and teachers of limited English speakers.

ATTENDANCE SHEET PROGRAM_____

NAME	PHONE NO.	MONTH: / DAY:
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		

EXPRESSING APPRECIATION

Since volunteers decide to join Talk Time for a myriad of reasons, you will want to recognize their needs in a variety of ways. Talk Time volunteers will feel rewarded at the end of each conversation session. But some may need more attention from you. Here's a list of ideas to show appreciation to your volunteers:

___ encourage the participants to organize field trips or parties as fun social events

___ have interested volunteers participate more fully in planning Talk Time activities

___ keep your volunteers informed of the current developments in your agency

___ take a volunteer out for coffee or soda

___ have a party to honor your volunteers or hold a special event in their honor

___ ask a volunteer for advice on an important decision affecting volunteers before making the decision

___ invite your volunteers to your program staff meetings

___ add a half-hour Tea time to the Talk Time session each month for a casual encounter with your volunteers

___ send a special thank you for special service: a personal note, flowers, etc.

___ publish a newsletter
- announce upcoming field trips or report on past events
- include written stories and pictures by Talk Time participants
- collect anecdotes from volunteers of their memorable conversations
- report future events of interest to Talk Time participants
- supply information from local refugee forums and ethnic community activities

___ organize an appreciation program:
- invite the director and board president
- have participants provide ethnic food and entertainment
- present certificates of appreciation

___ encourage volunteers to make suggestions for improving your organization

___ avoid volunteer burnout by giving your volunteers vacations or a change of duties

___ provide written job references for prospective employers

___ send Christmas cards

___ send birthday cards

___ send Valentine's Day cards

___ send letter of appreciation to the volunteer's employer

___ organize a potluck picnic for volunteers, students, and their families

___ organize a wine and cheese tasting party

___ provide scholarships to volunteer/ESL conferences and workshops

___ provide a babysitter

___ ask volunteers to help with orientation of new volunteers

___ enroll volunteers over 60 years old in RSVP; they receive liability car insurance and 16¢ mileage

___ arrange an exit interview to say thank you; encourage the volunteer to honestly express her evaluation of her experience

___ send a thank you letter at the end of volunteer service

Sample Talk Time Outing Announcement

SEATTLE ART MUSEUM

ASIAN ART EXHIBIT

plus

Potluck Supper at Volunteer Park

DAY: Thursday, July 28 (a free admission day to the Museum)

TIME: Meet at the Community House at 3:15 p.m.
We'll return at approximately 8:30 p.m.

BRING: Your family, some food to share.
Paper plates and cups, spoons and forks will be provided.

CONVERSATION ACTIVITIES PACKET

Part 1: Sample Conversation Themes
Part 2: Object Box Activity
Part 3: Shuffle Break Activities
Part 4: More Conversation Aids
Part 5: More Possible Talk Time Themes
Part 6: More Activity Ideas

Using This Packet

The ideas presented here are intended for English language learners in a conversation-oriented setting. We designed this packet as a "starter kit" for Talk Time programs. We have left spaces for you to make notes to yourself, recording your ideas, dates used, and experiences of each topic or activity. The theme question sheets may be duplicated for your Talk Timers. The many lists in this section are only beginnings and we expect your interests and preferences will extend them further.

We have had a lot of fun dreaming up and trying out these Talk Time materials and we hope you'll find them fun as well.

MARILYN BENTSON

JUDY DE BARROS

MATTHEW LASZEWSKI

PETER SKARR

LUCINDA WINGARD

KAREN ZELLER

VOLUNTEER TRAINING PROJECT

1985 Edition

PART 1

SAMPLE CONVERSATION THEMES

Housing and Neighborhoods

CONSIDERATIONS

This is a good introductory topic to be used in the first weeks of your program. It also lends itself to good cross-cultural exchange if the language learners are encouraged to compare their lives now with life in their original country. Three items on the conversation sheet are drawing activities and can be emphasized by providing special paper and colored pens. You may want to provide a space for displaying the participants' efforts!

MATERIALS

You might provide on a central table -

Pictures to illustrate the specialized vocabulary (e.g. urban, suburban, rural)

Pictures of many styles of houses from around the world

Pictures of homes made with many types of building materials

Doll house objects--household furnishings

Real estate circulars and newspaper ads for housing sales and rentals

Maps of neighborhoods in the area, city map

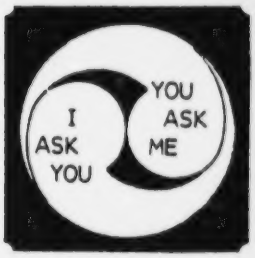
ALTERNATIVE ACTIVITIES

The song "Home on the Range" might cause some conversation. Illustrate it as the group sings with appropriate pictures (cowboys and cattle, the plains, deer and antelope).

If the group has a good number of intermediate and advanced language students, this shuffle/break activity can generate more conversation.

Cut the following page into strips with one expression per strip. Hand each language learner one expression and have him or her ask an American to explain it. Tell the Americans to ask for the words house and home in his partner's language. After 3 - 5 minutes, ring a bell or clap hands and ask everyone to switch partners and repeat the activity. Then in a full group have each person report what they learned.

Housing and Neighborhoods



1. Draw a picture of your house and explain it to your partner.

2. How many people live in your home? Tell something about each person.

3. Do you have friends in your neighborhood? What do you do together?

4. How big do you think your neighborhood is? About how many homes are there? Do you walk around your neighborhood?

5. How often do you speak to your neighbors? Do you help each other?

6. What stores and schools are in your neighborhood? Can you walk to do your shopping? Do the children walk to school in your neighborhood?

7. Where did you live as a child? Draw a picture of your house then. Tell about your family then.

8. Do you prefer living in a city, suburb or in a rural area? Why?

9. What do you like about your present neighborhood and house? What don't you like?

10. What are the advantages of living in an apartment? What are some problems?

11. If you could move to a different place and house, what would it be like? (Draw it.)

*12. One expression sometimes used in America is, "Good fences make good neighbors." What do you think about that? Do you know another expression from another country that tells about what a good neighbor is?

*Advanced question

Housing and Neighborhoods

OCCUPATION: HOUSEWIFE

THERE'S NO PLACE LIKE HOME

HOMESICK

MOBILE HOME

HOUSE CALLS

HOUSEWARMING PARTY

HE'S EATING ME OUT OF HOUSE AND HOME

THE WHITE HOUSE

HOME SWEET HOME

TOWNHOUSE

A MAN'S HOME IS HIS CASTLE

HOME IS WHERE THE HEART IS

HOMECOMING

YOU'RE IN THE DOG HOUSE

HOME COOKING

HOUSE-BROKEN

HOUSECOAT

CABIN FEVER

HOMETOWN

A HOUSE IS NOT A HOME

Clothing

CONSIDERATIONS

This topic also is a good "ice breaker" and will be enhanced if it is announced to the participants beforehand so they can bring and wear special clothing items.

MATERIALS

Clothing store catalog

Yardage showing colors and types of material (cotton, wool, silk, prints, plaids, etc.)

Pictures of costumes from different eras and countries

Dolls and doll clothes, paper dolls

Pictures of uniforms for jobs, sports, military and governmental posts, etc.

Pictures of events like weddings and funerals with people "dressed up"

Pictures of items of clothing showing attire for different kinds of weather

Labels or facsimiles with size, material content, washing instructions

ACTIVITIES

Provide paper and colored pens, pencils and crayons for drawings. You may duplicate the following page of stick figures to get the shy artists started.

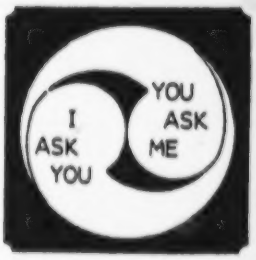
Have all participants bring and model something for a "fashion show". Themes could be:

A. favorite clothes, shoes
B. hand-made clothes
C. funny clothes
D.

Have individuals demonstrate their hobbies in the area of making clothing: knitting, sewing, needlework, weaving, spinning, etc.

For beginning language learners, dolls with a limited number of clothing items can be a good focus for the conversation pairs. ("Where do you wear this?" What is he wearing?" "Do you have one like this?", etc.)

Clothing



1. Name the items of clothing you are now wearing. Tell something about each item ("made in USA," "comfortable," "It's blue," "I bought it on sale," etc.).

2. Tell how your clothes today are different from the clothes you wore 10 years ago. (Draw those clothes.)

3. When you want new clothes, what do you do? Tell the whole process, step by step.
(For the newcomer) When you wanted new clothes in your country, what did you do? Tell the whole process, step by step.

4. Do you like hand-made or machine-made clothing? Why?

5. How does weather affect what you wear?

6. Does clothing tell you anything about a person? (For example, how old? How rich? What sex? Role in family? What job? etc.)

7. Have you ever worn a uniform? What kind?

8. Styles of clothing are different from one country to another or one time to another. Describe (and draw) some differences you have seen.

9. Do you have comfortable clothing you wear only for sleeping? What clothes do you think are comfortable?

10. What clothes do you think are beautiful?

11. Describe a favorite piece of clothing of yours. Why do you like it? When do you wear it?

12. Do you give gifts of clothing to anyone? Why or why not? When do people give gifts of clothing in your country?

Mealtime

CONSIDERATIONS

Diet is a very personal matter but for some it is also a religious or health matter. Therefore the emphasis should not be on developing a sense of adventure in sampling foods but on developing ways of tactfully asserting one's will. Providing a purposefully unappealing dish like puree of leftovers can force even the most daring gourmet to turn something down, and reinforce an element of fun.

MATERIALS

- plate
- bowl (soup, serving. ...)
- cup
- saucer
- glass (water, tumbler, wine, ...)
- napkin
- tablecloth
- pictures of tables set for dining (food and foodstuffs)
- chopsticks
- fork
- spoon (soup, tea, table, ...)
- knife (butter, steak, carving, ...)
- candles
- placemat
- centerpiece
- food items depending on activity

ACTIVITIES

Potluck: Give participants some advanced notice or a sign-up the week before.

Take-Out: Order a pizza to be delivered to your Talk Time site for a mid-point break.

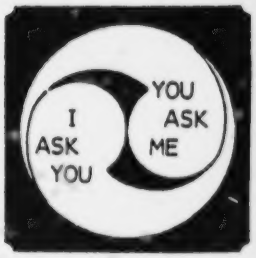
Fingerfood Potluck: Have everyone bring a dish which can be eaten with the fingers.

"Set the Table": Set up a TPR activity. Let each English-speaking volunteer give a series of commands to his or her partner for setting the table. Then have the partners put the volunteer through a series of commands setting the table as it should be set in their country for a formal occasion.

Soups On!: Arrange to have several participants bring thermoses or containers of several kinds of soup. Everyone brings their favorite cup or supply inexpensive styrofoam cups. Each need sample and talk about only a taste of the many kinds. But, plan a variety, including cold soups, vegetarian ones, clear and creamy soups, a hearty stew and a thin broth, etc.

Baby Food: Get several jars and popsicle sticks for tasters.

Mealtime



1. HOW MANY times a day do you eat?
   What do you eat for breakfast? lunch? dinner? supper? snacks? dessert? appetizers?

2. How do you set the table for guests?
   Draw a picture of a table set for guests in your country.
   What does it look like when many guests come to dinner?

3. What foods do you eat with a spoon? a fork? a knife? chopsticks? your fingers?

4. What do you drink with your meals? *What do you think of women who drink wine? Is it OK to give children wine?

5. Name something you like to eat. Name something you dislike very much!
   What if someone offers you something you dislike - What do you do?
   What do you say?

6. Is there anything you cannot eat at all because it makes you sick or you believe it is wrong to eat it?

7. How do you show your host or a waiter that you are finished eating?
   What do you do with your plate and silverware? What do you say?

8. At your house who cooks the food? Who eats first? Who does the dishes?

9. If someone belches/burps, what does it mean? Good food? Sick?
   What do you do when you burp? What do you say?

10. How do you eat soup? Or do you drink it? Is it OK/polite to make noise when you eat or drink soup?

11. What should you do or say if you spill something when you are a guest at someone's house?

*12. What do you teach children so that they have <u>good manners</u>?
    Look at these:

    Elbows off the table
    Don't talk with your mouth full
    Don't smack your food
    Don't take any food until the older people have theirs
    Don't show the sole of your foot
    Keep your head lower than your parents' heads

Inside Your Home

CONSIDERATIONS

MATERIALS

Catalogs of furniture and appliances

Doll house and furniture

Common household tools: hammer, screwdriver, saw, glues, twine, etc.

ACTIVITIES

Arrange beforehand for some participants to demonstrate some of the following:

how to repair a wooden chair, squeaking hinges, a hole in the wall, a broken window, a leaky faucet, etc.

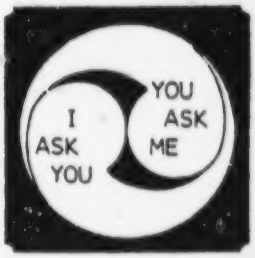
regular maintenance chores of heating systems, gutters, paint, etc.

types of household cleaners and precautions in dealing with chemicals

Assign small or large groups to design a room for entertaining friends. Each person tells one thing the room must have and why.

Use the accompanying page for further pairs conversation and/or report in a large group why each thing can be dangerous.

Inside Your Home



1. Take turns naming the contents of your kitchen. Describe the colors and sizes and tell where each item is. (Draw a "map" of your kitchen.)

2. What's good about a refrigerator? What would you do without one?

3. What is convenient about your stove? Have you cooked meals without one? How?

4. Who does the housecleaning? How many people are in your household? Does everyone share in the chores?

5. Who does the laundry? Explains the steps you use to clean the clothes. *Have you ever had trouble after washing some clothes (shrinking, colors running, spots, holes?)

6. Where is your favorite part of your hosue? Where do you like to relax at home?

7. What do you do for entertainment at home (play music, watch T.V., talk with friends, etc.)? Where in the house do you do those things?

8. Who does repairs to your home? What problems have you had?

*9. Have you had any problems with the appliances in your home? What happened?

10. Do you like to fix things? What kinds of things can you fix? Machines? Electrical wiring? Plumbing? Furniture? Clothing? Other?

11. How is your home heated? Is that different from another house you have lived in? Explain.

12. How are homes different in this cold part of the country from homes in hot countries?

OPTIONAL ACTIVITIES

Together make a list of accidents that can happen in the home. Discuss any personal experiences you have had.

Homes in the U.S. have features to prevent fires, accidents, heat loss. Together make a list of as many such features in a building as you can.

*Advanced question

Inside Your Home

Take turns telling why the following things are dangerous:

1. turning a car or other gas engine on in a closed garage
2. smoking while working near gasoline or some cleaning fluids
3. putting cleaning rags all in one pile or in a bag together
4. cooking over charcoal in the house
5. storing poisons under the sink
6. leaving small children home alone
7. stretching an electrical cord across the room, either over or under the rug
8. leaving medicines in low cupboards
9. smoking in bed
10. leaving a small child alone in the bathtub
11. poking an object into an electrical outlet
12. leaving toys on the stairs
13. prying toast out of the toaster while it is plugged in
14. using a hair dryer while in the bathtub
15. leaving the iron turned on
16. plugging many things into one outlet
17. burning things in the fireplace without a screen
18. burning plastic
19. using some paints, glues or cleaners in a closed room

Animals

CONSIDERATIONS

This is a good topic to use at any time.

MATERIALS

Animal crackers

Animal toys

Stuffed animals

Pictures of animals

Items made from animal products

Children's books about animals

Real pets and materials to take care of them

Books/cassettes for children (available at your library) and tape recorders for people to listen

ACTIVITIES

Take a field trip to the zoo.

Take a field trip to a pet store.

Have a pet show (Make your pets from paper. Describe them.)

Invite a speaker to talk, i.e. care of animals or hunting laws.

Take a field trip to a farm.

Conversation starters

SONGS

Old McDonald

Baa Baa Black Sheep

Three Blind Mice

Animal Fair

How Much is That Doggie in the Window?

Puff, the Magic Dragon

The Teddy Bears' Picnic

The Bear Went Over the Mountain

God Gave Names to All the Animals

Animals

1. Draw a picture of farm animals in your country.
   What do you feed these animals?
   What value do they have for you? (Food/work animal/ other)
   Where do they sleep?
   Who takes care of them?

2. Draw a picture of wild animals in your country.
   Which ones are dangerous? Why?
   Which ones are common?
   Which ones have you seen?
   Where do they live?

3. Draw a picture of a story about an animal. Tell the story.

4. What animals did you have when you were a child? What did you do to help take care of them? What were the animals like?

5. Have you ever killed an animal? How? Why?
   Who kills animals in your country?

6. What animals do people eat in your country? What animals shouldn't be eaten?

7. What parts of the animal do you eat? What do you do with the rest of the animal?

8. How do you like to prepare meat? Fried/boiled/broiled/ baked/stewed?

9. What are the good things about having a pet? What are the bad things?

10. What animals do you have in stories from your country? Can you tell me a story about an animal that you heard when you were a child?

11. What is your favorite animal? Why?

12. In English, a dog says "bow wow" or "woof woof". What do animals say in your language?

Friends

CONSIDERATIONS

Announce the topic in advance if you want participants to bring in materials.

MATERIALS

Pictures of "friends" from magazines

Photographs of your friends

Children's stories about friends

ACTIVITIES

Encourage participant drawings for this topic. Make a mural with all participants on it.

Bring in lots of magazines. Have partners make a collage of things they like to do with friends.

Read a children's story about friends.

Make a list of things you can do with a friend in your community. You might want to specify things that cost less than a certain amount of money or are free.

SONGS

The More We Get Together

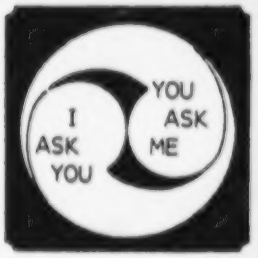
Make New Friends

You've Got a Friend - Carol King

Getting to Know You - The King and I

Old Friends/Bookends - Simon and Garfunkle

Friends



1. Draw a picture of you and a friend doing something together. Discuss.

2. Do you have a best friend? Tell me about him/her.

3. Who was your best friend when you were a child?

4. What kinds of things do you do with your friends?

5. What kinds of things did you do with your friends five years ago?

6. When do you want to be with your friends? When you are sick? When you have a problem? When you have good news? When do you want to be alone?

7. Is it better to have a lot of friends or a few friends? Why?

8. What do male friends do together in your culture?

9. What do female friends do together in your culture?

*10. How do you know when a person wants to be your friend?

11. Where can you meet and make new friends? School? Work? Clubs?

*Advanced question.

Weather and Seasons

CONSIDERATIONS

We have found that some language learners readily follow lines of conversation initiated by the volunteers, but hesitate to instigate topics on their own. The conversation starter for Weather and Seasons is designed to encourage the newcomers to take charge of the conversation by having separate questions to choose from. It also encourages volunteers to wait for questions from their partners.

MATERIALS

Pictures illustrating types of weather and seasons
Pictures from both Eastern and Western Washington
Pictures of seasonal sports and holidays
Seed catalogs
Calendars (especially those with phases of the moon)
Lined paper for list making

ACTIVITIES

Provide a picture file of seasonal sports and holidays to be identified by time of year.

Cut the Conversation Starter sheet in half and give the newcomers A and the volunteers B. The partners may alternate asking the paired questions. After about half the evening, have the partners exchange papers and then find a new partner who has the opposite half of his paper.

Do item #12 as a whole group process to assemble a long list. First, partners can work together before pooling the results. Prizes can go to the longest list and to pairs who come up with unique items not listed by any other groups.

The activity can be expanded into a matching activity where each type of weather is grouped with appropriate clothing items, sports, seasonal work, or countries.

Weather and Seasons

1. What's the weather like today?
2. Is the weather usual for this season? What weather is usual for this season?
3. Do you like the weather here?
4. What seasons does Washington have? Describe them.
5. What's your favorite season in Washington? Why?
6. Have you ever had a vegetable garden? What did you grow? What time of year?
7. How do you know when to plant different kinds of seeds?
8. What kind of weather harms garden plants?
9. Has the weather ever frightened you? Describe a storm you have experienced.
10. When does the moon affect what you do or what you feel? Does it affect anything in the place where you were a child: animals, celebrations, planting times, etc.?
11. What activities or sports happen only at one time of the year?

*12. Together list all the different types of weather you can think of.

1. What was the weather like yesterday?
2. What's the weather like now in -- (SE Asia, Southern California, etc.)?
3. What's your favorite weather?
4. What are seasons like in other states or countries where you have lived?
5. What place in the world has the best weather? Describe it.
6. Where and how do you store the food you grow or buy: potatoes, rice, apples, green onions, squash, herbs, etc.?
7. What different kinds of foods do you eat in the summer from the winter?
8. What weather is dangerous to animals and people?
9. Tell about a time when the weather changed your plans for the day.
10. Do you know any stories or myths about the moon?
11. What are people doing in your home town at this time of year?

*12. Together list all the different types of weather you can think of.

Transportation

CONSIDERATIONS

This is a good topic to use at any time.

MATERIALS

Pictures of different ways to travel

Toys depicting transportation

Items you would take for a day trip in the car

The contents of the glove compartment

Items you would take to entertain children on a trip

Materials for car or a bicycle/horse/boat

Maps

ACTIVITIES

Have pairs identify, sort and classify all kinds of materials suggested above. Share with the group. (It doesn't matter if the task isn't finished.)

Take a train

Ride a ferry

Go canoeing

Ride a tractor

Visit a museum - see the transportation exhibits

Songs (see below)

Conversation starters

SONGS

Old Man River

Daisy

Yellow Submarine

Leaving on a Jet Plane

Sailing o'er the Ocean Blue

Volga Boat Song

Sleigh Ride

Jingle Bells

The Happy Wanderer

In My Merry Oldsmobile

Transportation

When you have to get somewhere. . .

A. 1. Do you like to walk?
2. Where do you walk in the United States?
3. Where did you walk five years ago?
4. Where did you walk when you were a child?

B. 1. What animals can people ride on in your country?
2. Who rides animals?
3. What animals have you ridden on?
4. Would you like to take a long trip by elephant? On horseback?

C. 1. If you could have any kind of car now, what kind would you like? (van/station wagon/sportscar/etc.)
2. What do you take in your car when you travel?
3. What do you take on a trip to entertain the children?
*4. What are some of the problems caused by cars in the United States?

D. 1. What are the advantages and disadvantages of having a car? a bicycle? a horse?
*2. Would you rather be a pilot of a big airplane or a captain of a ship? Why?
3. Would you rather be a mechanic or a bus driver? Why?
*4. Should girls be encouraged to be mechanics and bus drivers? Why?

*Advanced question

Transportation

When you have to get somewhere. . .

A. 1. What kinds of transportation are there in your native country now? (Draw a picture)
   2. What kinds of transportation were there when you were a child? (Draw a picture)
   3. What are the different kinds of transportation that you have used? (Draw a picture)
   4. What is the most difficult trip you have made? (Draw a picture)

B. 1. Have you used a boat to get somewhere? Where did you go?
   2. Has your family ever owned a boat? What was it like?
   3. Do you get seasick when you are on a boat? What can you do to prevent this?
   4. Have you been on a ferry? Where did you go?

C. 1. Tell me about your first plan ride.
   *2. Why does the United States send astronauts into outer space? Is this a good way to spend money?
   *3. You have been selected by the President of the United States to go on a spaceship. How do you feel?

D. 1. Have you ever owned a bicycle?
   2. What kinds of people rode bicycles in your native country? (rich/poor/men/women/etc.)
   *3. Do you think bicycles should have special lanes in your city? Why?

*Advanced question

Working

CONSIDERATIONS

This session should avoid becoming informational or aiming at specific jobs. The value of the conversation should be in the informal, relaxed sharing of experiences and attitudes. The newcomers may need to become employable and employed in the U.S., but they also need to share experiences with Americans, who themselves have varying attitudes toward jobs and work. The conversation should educate the Americans, too, on alternate life and work-styles.

MATERIALS

Pictures of people on the job in the U.S. (Janus Job Interview Kit, Janus Book Publishers, Hayward, Calif.)

Pictures illustrating jobs common in other parts of the world (National Geographic)

Pictures of people in uniforms and safety equipment

ACTIVITIES

Use the accompanying sheet for further pairs conversation, or use it for a large group process, "voting" on each item.

Working

1. What job did or does your father have? Your mother? What work skills did you learn from them?

2. What kinds of work did you do as a teenager? How were you paid?

3. At what age do people have to start supporting themselves - earning their own food and starting their own family?

4. When you were young, what job did you want to do? Do any members of your family have that kind of job? Why did you like that job?

5. How many different kinds of work have you done? How were you paid?

6. Who has helped you find a job?

7. Did you wear any special clothes for your work? Describe them and tell why you wore them.

8. Did you ever have to quit a job because you were unhappy? What happened?

9. How many times have you interviewed for a job? How do you feel about interviews?

10. If you were looking for a new job, where would you go?

*11. What kinds of jobs do other places have that this area doesn't have? What kinds of jobs does this area have that you don't find in other places?

*12. If you could choose any career, what would it be? Why? (Pay, status, co-workers, benefits, place, etc.)

*13. If you disagree with your boss about how something should be done on your job, how would you tell him?

*Advanced question

Working

OPTIONAL ACTIVITY

Take turns with each item and state your preference and why:

1.	working indoors	working outdoors
2.	working with machines	working with animals
3.	working with small, very technical equipment	working with simple, traditional tools
4.	moving about and using muscle power	staying in one place and thinking
5.	working alone	working with many people
6.	working with women	working with men
7.	working with adults	working with children
8.	working with the same people all the time	meeting many new people
9.	doing seasonal work	doing the same thing year round
10.	going to the same place every day	traveling
11.	working in a city	working in a rural area
12.	doing something risky or dangerous	doing something safe and relaxing
13.	working for yourself	working for someone else
14.	doing paperwork	making something
15.	fixing things	designing or inventing things
16.	making old things clean and useful	making new articles
17.	working where it's hot	working where it's cool

Health and First Aid

CONSIDERATIONS

This topic can elicit quite stark cultural contrasts if the participants are comfortable enough with each other. Previous Talk Time sessions on food, the elderly, birth or death would prepare needed background for the partners to discuss this subject in more depth.

MATERIALS

Items from an Asian grocery store: teas for health, oils, tiger balm, ginger and other herbs, etc.

Items from a drug store: aspirin, Vitamin C, antiseptics, BenGay, Pepto-Bismol, Vicks, Band Aids, etc.

Items or pictures of food from the Asian and American basic food groups.

"Parts of the body" chart--for vocabulary clarification only, not for teaching.

Labels or facsimiles of directions on medicine bottles, etc.

ACTIVITIES

Take everyone's blood pressure.

Demonstrate taking and recording a sick person's temperature.

Do exercises together--Tai Chi or Yoga, etc.

Demonstrate giving first aid to an accident victim. (Invite a Fire Dept. paramedic.)

Have the newcomers demonstrate their remedies. (Arrange this beforehand.)

Take a field trip to the local Emergency Room and hospital. Spend either the previous Talk Time or the following one on what might be observed.

Announce local CPR training times and places. Have anyone who has attended report on it.

Health and First Aid

1. Greet your partner in the formal way you would greet your grandfather and ask about his health (use your first language). Explain the polite phrases and gestures you use. How different is your greeting to a young friend?

2. What do older people in your country do to stay healthy?

3. What do you do to stay healthy? Does your family have any health problems?

4. Have you ever been in a hospital? Why were you there? Describe what you remember about the hospital.

5. Do you take gifts when you visit a sick person? What kind? What do you customarily say to a sick person?

6. Who takes care of sick people in your country? Where do you get medicines?

7. What do you do for a cold? a cough? a headache? stomachacke? fever?

8. What would you do for a person who fell and cut his leg badly? Or who broke his arm? Or was unconscious? Demonstrate.

9. What do you do when you burn your hand? When your skin itches? When you cannot sleep?

10. What do people in your country do to lose or gain weight?

11. If your friend wanted to stop smoking, what would you advise?

12. How and where does a woman normally give birth in your country? Who helps? What does the family do to celebrate a new baby?

13. What foods are especially good for sick people in your country? What foods are unhealthy to eat together?

14. One English saying is, "An apple a day keeps the doctor away." Discuss that. What other sayings (in your first language) do you know about health? (Early to bed. . .," "under the weather," etc.)

Birth & Babies

CONSIDERATIONS

MATERIALS

Baby memorabilia: diapers, bottles, etc.

Cards

Announcements

Baby catalog

List of what a baby needs

Baby food

ACTIVITIES

Plan a birthday celebration. Have participants make decorations, decorate the room, and play a traditional party game such as Pin the Tail on the Donkey. This party could be held as an anniversary for the Talk Time group.

Baby Food Buffet. Bring a few jars of American baby food and let participants sample them and discuss how good/awful/bland/tasty the different kinds are.

Field trip to a birthing center.

Birth & Babies

1. How do you know if a baby will be a boy or a girl before it is born?

2. What do people do before a baby is born to get ready? What does the mother do? The father? Do friends have a party/ shower?

3. Who gives the new baby its name? How do they decide what to name it? What does your name mean?

4. What happens after the birth of a baby? Do people give presents? What do the new parents do?

5. When does the baby get its first haircut?

6. Do the parents take a new baby to a temple or a church? Why?

7. How many children should people have? Should everyone have at least one child? Why/why not?

8. Do you think it is better to have sons or daughters? Or both? Why?

9. Some people think the first child should be a boy, others a girl. What do you think?

10. Where do babies come from? What do you tell children?

11. Do you like newborn babies? What do you do with them? How do you talk to them? What noises do you make? What kind of songs do you sing to babies?

12. How do you dress babies? Do you use diapers? Are there special colors for babies? Boys? Girls? What kinds of special clothing do you have for babies?

13. What do people feed their babies? Should mothers breastfeed their children? If so, for how long? Where?

Getting Married

CONSIDERATIONS

MATERIALS

Wedding invitations, wedding cards, anything from a wedding

Photographs of weddings; bridal magazines

Necessary legal forms

ACTIVITIES

Play music that is often played at weddings. Ask your students to bring music from their countries that is played at weddings.

Bring a video tape of a wedding.

Dramatize a wedding ceremony and/or party. Bring materials for people to make decorations. Be sure to do one from another country so that your students can be the experts. (If your group is large, do more than one kind.)

Place any drawings on the walls for further conversation during break.

Keep the drawings to provide atmosphere for your next Talk Time.

Invite a religious leader to give a mini-talk.

Invite someone from the court house to talk about the legal requirements in the United States.

Conversation starters (see next page)

Getting Married

1. Draw a picture of a wedding in your country. Discuss.

2. What happens at a wedding in your country?

3. What happens at the party?

4. What preparations are different people responsible for? (Invitations, ceremony, food, music, etc.)

5. Who pays for the wedding? How much does it cost?

6. Do guests bring gifts? What are some examples of wedding gifts?

7. Is a wedding happy or sad? Why?

8. What are the good and bad things about being married? Being single?

9. Are marriages arranged in your country?

10. What do people think about living together before getting married?

11. What do people think about a man who doesn't get married? How about a woman who doesn't get married?

12. In the United States, a person can only be married to one person at one time. What if the person really wants to be married to two people? What can be done?

Divorce

CONSIDERATIONS

You may want to do this as a follow-up to "Getting Married".

This is a topic that requires more language than others. It also does not lend itself well to objects or other activities for limited English speakers. Be sure to have a good object box available.

MATERIALS

Do it yourself divorce book

Marriage and divorce statistics from your local newspaper

Relevant magazine articles

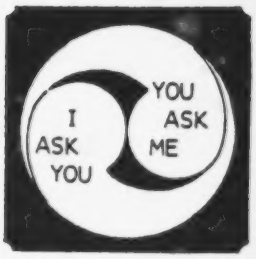
Children's books about divorce

ACTIVITIES

Invite a speaker in to outline the steps in getting a divorce in your community.

Invite someone in to give a mini-talk on how divorce affects children and/or adults.

Divorce



1. Do you know people who are divorced? Tell me about them.

2. What happens to children when their parents get divorced? How do they feel? Where do they live?

3. What is life like for a man after he gets divorced? Does he live alone? What new problems does he have? Is he happier or sadder?

4. What is life like for a woman after she gets divorced?

5. What special problems does a single parent have? (time/money/social life/etc.)

6. What is life like for a divorced parent who doesn't live with the children?

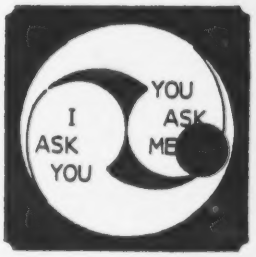
7. Do you know divorced people who have married again? What kinds of marriages do they have the second time? Are they better or worse? Why?

8. What problems does a new wife/husband have when there are children from a previous marriage? What problems do children have when their parents remarry?

9. A divorce is official. Sometimes a husband and wife only separate. Do you know people who have done this? Why?

10. Sometimes a husband or wife just goes away and doesn't come back. What do people in your culture think about that? Why might a person just leave?

Divorce



1. Do you know people who are divorced? Tell me about them.

2. How do you get divorced in your country? How much does a divorce cost? Who pays?

3. What are the reasons people give for getting a divorce?

4. When do you think divorce is a good idea?

5. What can people do if they think their marriage is in trouble?

6. Is it against your religion or your culture to get divorced? Is it against your religion or your culture to get married again?

7. What do people in your culture think about divorced people?

8. Does a man have any financial responsibility for his former sife? How about his children?

9. Does a woman have any financial responsibility for her former husband? How about her children?

Old People

CONSIDERATIONS

If you want to have people bring photographs or objects, announce the topic in advance.

Some Americans might be sensitive to the use of the words "Old People". Point out that for the refugees being an old person often has very positive connotations. Using other vocabulary words, such as "senior citizens", would only necessitate an explanation which would probably end up with "old people" any way.

MATERIALS

Pictures of old people

Magazines geared to retirement years

Pictures of your grandparents

Objects you associate with old people

ACTIVITIES

Visit a retirement home

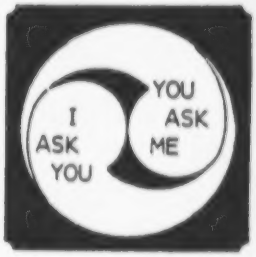
Visit a nursing home

SONGS

When I'm 64 - the Beatles

Silver Threads Among the Gold

Old People



1. Who are the old people in your family? Where do they live? What do they do every day?

2. Who should take care of old people?

3. What are the good things about getting old? What are the bad things?

4. Who is your favorite old person? Tell me about him/her.

5. What do you want to be like when you are old? Are you old now?

6. Should people stop working when they get old? How old?

7. Do you want to live with your children when you get old? Why or why not?

8. Do you want your parents to live with you when they get old? Why or why not?

9. What can old people teach young people?

10. How do you describe old people in your language? How do you treat old people in your culture?

*11. How do you feel about getting old?

*12. What things are important for old people? Independence/being with family/being active/working/exercise/etc.

*Advanced question.

Death & Dying

CONSIDERATIONS

Though this topic is not one that would be appropriate if someone in the group is mourning a recent loss, it is an important one from the standpoint of new arrivals to the U.S.A., especially for those who are concerned about what the law allows and what American customs are. It will be especially instructive and rewarding if a field trip to a funeral chapel is arranged with a local mortician who will be able to put the newcomers and volunteers at ease. Be sure participants are prepared and that volunteers are prepared and forewarned. Some may prefer not to participate.

MATERIALS

A copy of a will

Sympathy cards

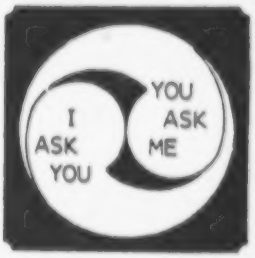
Pictures of hearse, gravestones, etc.

Obituary page from newspaper

ACTIVITIES

Visit to a funeral chapel/ cemetary. Prepare the mortician, make sure that you talk to him at length before bringing your group. Request that he discuss options and that he talk about cremation and show urns as well as addressing the legal aspects including death certificates and procedures when someone dies at home.

Death & Dying



1. What color do people in your country wear to a funeral? Do people wear special clothing or an armband? Do they wear them after the funeral?

2. How many days does the funeral take? What kind of ceremony is there? What do people do?

3. How do people help the family of someone who has died? What can you do to help them? What can you say to them? What is sympathy?

4. How do you remember the dead in your country? In the U.S.A., Memorial Day is celebrated the last Monday in May.

5. Have you ever been to a cemetary? Some people do not want to be buried, they want to be cremated. What do they do with a body in your country?

6. Why do people send flowers to a funeral?

7. What happens to a person's soul after death? What do you believe? Do you believe in heaven and hell? Do you believe that you may be born again and come back as someone else or as an animal?

8. When a woman's husband dies, she is called a widow. Should widows get married again? When a man's wife dies, he is called a widower. Should widowers remarry?

9. Can dead people talk to living people?
   Do you ever dream about someone who has died?
   Do you believe in ghosts and spirits?

10. If you know a ghost story, please tell it.

11. Can living people talk to the dead? Can the dead hear them?

12. Do you have a will? Did you ever inherit anything?

*13. Is there something special that you would like to do or to learn before you die?

*14. Some people say that when a person dies, his or her troubles are over. They mean that death is not only a sad time. When a young person dies, people say "Only the good die young." Do you know a saying about death?

*Advanced question

Leisure Time

CONSIDERATIONS

This topic naturally lends itself to activities. The trick will be to keep the conversation flowing and avoiding situations where the Americans are doing all the "teaching". Emphasize in preparation for this evening that the Newcomers bring examples of their games, toys, riddles and stories. Gather as many ethnic examples as you can beforehand. Arrange for table areas for partners to use.

Giving directions and understanding rules are difficult language skills. The Americans should be warned about not making assumptions and giving the steps too fast. Sharing a simple game and playing it several times is more satisfying than attempting one that becomes too much explanation and not enough playing.

MATERIALS

Packs or cards, common toys and puzzles, blocks, empty can, buttons, handkerchief, paper for paper folding games, string, marbles, kites, tops, jacks, dominoes, dice, etc.

Pictures of adults as well as children playing games, enjoying leisure time.

Commercially produced games and dexterity puzzles. Joke, riddle and puzzle books.

Sheet of short, traditional riddles and stories.

ACTIVITIES

Draw sequences of pictures to illustrate the stories you tell. Share the story with the whole group.

Demonstrate slight-of-hand tricks and puzzle solutions to the whole group.

Play traditional large group games like musical chairs, button button, rhythm or guessing games.

Do the rhythm and gesturing story, "Going on a Lion Hunt".

Leisure Time

1. Children or old people sometimes have little work to do. What do they do in their leisure time in your country?
2. What games did you play as a child? Describe one game to your partner. Draw or demonstrate the game.
3. Describe a favorite toy in your country.
4. What do you do with your leisure time? What would you like to do?
5. When do you have time to play games? What time of day, or year, do you play games you like? Who do you play with?
6. What toys or puzzles does your family have? Did you buy them or make them?
7. Do you gamble or wager money on some games you play?
8. Have you ever flown a kite. What shape kites have you seen? When and where do people fly kites in your country?
9. Does your family like to tell stories? Who tells the stories and who listens?

OPTIONAL ACTIVITIES

I. Story Telling

Tell a short story - fairy tale, fable or myth - that you remember. Ask your partner about his story. When did you first hear this story? How old is the story? Does the story teach a lesson?

II. Riddles

A very old riddle - a question with only one "right" answer - is: What walks on all four legs in the morning, two at noon and three in the evening?

The answer is Man. He crawls on all fours as a baby, walks upright as a youth, and uses a cane as an old man.

Can you remember another riddle and explain the answer to your partner?

III. Games

Demonstrate how to play with a game you brought. Or you can choose one from the materials table to play together.

IV. Cards

Cards are popular in the U.S. Do you know the names of the cards? Have you ever played a card game? Teach an easy one to your partner. (There are some card game handouts available from your coordinator.)

V. Puzzles

Puzzles are popular, too. Compare kinds of puzzles from your countries. Play with a puzzle together. Have one partner direct the other in assembling a puzzle or block pattern. Switch roles.

Leisure Time

CARD GAME RULES: Speak and demonstrate at the same time.

WAR

1. Shuffle
2. Cut the cards
3. Deal out all the cards among the players
4. Put the top card from each person's hand face up on the table
5. High card wins.* Ace is high. 2 is low. Winner collects all cards and puts all face down under his own cards.
6. Repeat steps 3 and 4 until one player has all or most of the cards.

*7. Ties are decided by placing 3 more cards face down from each hand. Turn the top card over. High card wins and picks up all cards on the table.

RIDDLES

As I was going to St. Ives, I met a man with 7 wives, 7 wives had 7 sacks, 7 sacks had 7 cats, 7 cats had 7 kits. Kits, cats, sacks, wives. How many were going to St. Ives?

What's black and white, and read all over?

STORIES

Aesop's Fable: A dog carrying a piece of meat in his mouth was crossing a bridge over a deep pool. He looked down and saw his own reflection in the pool. Believing it to be another dog who was carrying another piece of meat, he couldn't resist trying to get it. He opened his mouth to snatch the meat from the other dog. His meat dropped down into the pool and he lost sight of the other dog. **Excessive greediness in the end misses what it aims at.**

Luck and Superstition

CONSIDERATIONS

In discussing this topic, you may want to talk about gambling laws in your state and discuss both sides of the issue of a State Lottery if that topic is relevant. In many parts of the world, gambling is a vice but it is engaged in with great zeal. It is important that the law be understood even if it will be ignored.

MATERIALS

Astrological chart

Chinese lunar astrology chart

Luck pieces: wishbone, shamrock, wood, etc.

Mirror for breaking

Ladder

Salt

General picture file

Black cat

Farmer's Almanac

Pair of dice

Deck of cards

ACTIVITIES

ESP Test: This is a simple test for telepathy. It is fun and easy to conduct. The coordinator makes a set of 25 cards which are shuffled and then turned over one by one. Each card is studied and thought about for ten seconds before the next one is turned over. Participants are unable to see the tester's eyes but can hear the tester call our numbers. Participants are given a sheet of paper numbered 1 to 10. After a number is called, they spend ten seconds trying to read the mind of the tester who is concentrating on one of the five symbols in the set of 25. It is a good idea to draw the symbols on the board as a reminder for testees. Getting more than four correct is considered a sign of telephathic powers.

Luck and Superstition

Test Your Luck!
Roll the pair of dice. How many times can you roll without getting a '7' or '11'?

1. Before it rains, some people say that they feel still, that their bones hurt. How do you know when it is going to rain? What do birds do before it rains? Do you think that they know it is going to rain?

2. Some years are good years for farmers. It rains but it doesn't rain too much. Some years are bad. Either it rains too much or it is too dry. How do farmers know if it will be a good year or a bad year?

3. Do you know a way to tell if a baby will be a boy or girl before it is born?

4. Some people think that they will have a lot of bad luck if:
   - they break a mirror
   - they walk under a ladder
   - they wear new clothes on Saturday
   - a snake crawls through their house

   How about you? What else is unlucky?

5. "Tom woke up late this morning. His boss was mad. At lunch he lost his wallet and all his money. On the way home from work, he had a flat tire!"
   How can he change his luck? What would you say to him?

6. Do you believe some colors bring good luck and others bring bad luck? Would you wear black on Sunday? Why/why not? What's your lucky number? Do you have a lucky day? Is it Monday?

7. What do the lines on the palm of your hand mean?
   - long life - get married - get rich

8. Have you ever been to a fortune teller? What did he/she do?

9. Do you believe that the stars can affect your life and your luck?
   What is your astrological sign?
   What is the animal sign for the year of your birth?

*10. Tell a story about someone who has special powers to see the future.

11. When a couple wants to get married, how do they choose the day for the wedding? What should the bride wear for luck? What do people do to bring the couple good luck?

*12. Have you ever had the feeling that someone was trying to call you, and later you found out that it was true?
   Can you tell a story about a strange experience?

Colortime

CONSIDERATIONS

At first blush, this topic might appear a bit weak. But, the activities are designed to allow participants to express individual preferences in a harmless way. At the same time, engaging in the various activities should help to promote a sense of comradeship for the whole group. Therefore, the plan should be to include at least two of the group activities and to encourage the use of at least one of the activities on the question list page.

MATERIALS

crazy quilt
bouquet of flowers
bunch of balloons
pictures: rainbow
sunrise/sunset
a prism
spectrum chart (physics text or science book)
strips of construction paper in many hues
electrical wiring
swatches of cloth/yarn embroidery thread
color pens/crayons/chalk/water colors
marbles/rocks/gemstones

ACTIVITIES

Sign Up: As each participant signs in, s/he is assigned on a rotation to Red, Blue, Green, Yellow teams. Identity is determined by the color of pen used to write the name on a nametag or by a flower pinned to the lapel. Partnerships and pairing can then be organized along color lines (putting likes together, or requiring a representative from each team to form a group, etc.).

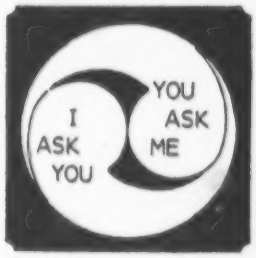
Collage: Using a supply of old but colorful magazines, a team searches for and cuts out pictures to be pasted into a 2'x2' collage. Teams work quickly but may only cut out and use objects that are shades of the color of their own team. The Yellows may want to opt for a white/gray/black collage. The whole group votes by secret ballot for the one they feel to be the best; each participant drops a bit of paper the color of the team that they want to vote for into a hat.

Electric Flowerbed: If bundles of discarded electric wire (or strips of yarn) can be found, these can be twisted into various shapes to form fanciful flowers to be presented to one's partner or to contribute to a Talk Time centerpiece.

Quilting Bee: A large number of triangular shapes are cut from 1 or 2 sheets of paper representing many shades and hues. (Divide 8½"x11" sheets into a grid of 12 squares; cut the squares in half to form triangles.) Each participant or pair selects 24 triangles of his or her choice and pastes them into a pattern on a sheet of paper. Laying them face down, these can be put together with masking tape to form a Talk Time tablecloth for the next potluck or party.

Balloon Race: Participants blow up but do not tie their balloons. Matching color against color, a group lets their balloons go at the same time. The balloon which travels the farthest or into a box wins!

Colortime



1. What is your favorite color?
   What color do you like to wear?

2. In the United States, many people paint their houses white.
   What color is your house? What color would you like to paint it?
   How about the kitchen? bedroom? bathroom? livingroom? car?
   In China, people like to have a green roof and a red door.

3. What do you think of when you see red?
   What does green make you think of? How about pink, purple, etc.?

4. The sky is blue, but sometimes it is bright or light blue and sometimes it is dark or deep blue. What shade of blue do you like best?
   Why is the sky blue?

5. Have you ever seen a rainbow?
   What are your favorite colors in a sunset or sunrise?

6. Spring, summer, fall and winter: what colors go with which season?

7. Is black a color? Is white?
   Do you like to watch movies in black and white?

8. What colors are for children? Boys? Girls? YOU!
   Do you think that old people should wear dark colors?

9. They say that red looks good with blue and that green goes with yellow. But they say that red doesn't go with purple and that blue doesn't go with green. What do you think?

10. Some people cannot tell green from blue, or red from orange. A few cannot tell red from green. Do you know anyone like that?

Build a Rainbow

Using color pens or strips of paper, make your own rainbow out of your favorite colors and colors that you think go well together. Compare yours with your partner's. Do you agree about what goes together?

Color Race

All the partners in a group get the same color of pen or crayon. Turn this page over. Each one has 3 minutes to think of and draw or write things that are the color of the pen or crayon you are using. No peeking! Don't let anyone see another's paper until time is up.

Dreams

CONSIDERATIONS

This topic can give participants an opportunity to escape reality and find themselves through use of visualization. The coordinator is heartily encouraged to set up and try a visualization as a group activity. This topic is a good way to introduce the concept which can be used as an activity on any occasion.

The word dream has three major connotations which are explored on the question list. But, it is hoped that if sleep dreams and day dreams do not inspire free flowing conversation, participants will focus on the idea of real dreams for the future and wishes or "wildest dreams". Herce, the inclusion of charms for the materials list.

MATERIALS

pictures of people sleeping, daydreaming
dream sequences from comics such as Garfield, Snoopy
baby toy that plays a lullabye such as a crib carousal
sleeping pills

Items for wishing upon:
- four-leaf clover
- wish bone
- Alladin's brass lamp
- wishing-well for coin toss

ACTIVITIES

Mind Travels: Play some music or a sound effects tape while having everyone maintain silence for at least 3 minutes. Many classical pieces are about that length or longer. Have each member of the group share quickly what the sounds reminded them of. Then have everyone briefly tell what they day-dreamed about when their mind started wandering.

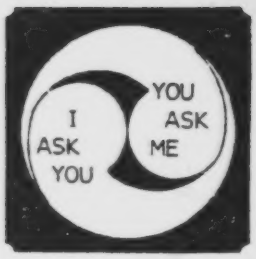
Picture This! - a visualization: Put the whole group through a relaxation exercise. Start with the toes and work up the whole body to the head. Have people wriggle or shake and then relax. End by having everyone blink their eyes and then close them and leave them shut. Next, in simplest terms possible, describe a walk out of the door into the street. Walk them down the street until they come to a store or a river. Have everyone find some-think or buy something. They closely examine it. Leave plenty of pause and thinking time. For example.:

(In a soft and calm tone of voice)

"Your eyes are closed. You feel relaxed and good. Your body is floating, it is not heavy at all. . . You are walking to the door; you go outside. The sun is bright. You see flowers. . .You walk slowly, very slowly. Locking at the sky, trees and flowers, you see children. They are playing. You walk slowly. You keep walking. Slowly. . . You turn. . . You keep walking. Showly. . . Now you hear water. Swish! Swish! You walk slowly to the water. Now you see the water. It is blue, dark blue. You see a box in the water. You pick it up. It is cold and wet. Slowly you open the box. What do you see inside? Open your eyes!"

Everyone shares what they have seen (the kind of box; what's inside).

Dreams



1. Did you dream last night? What did you dream about?
   Can you remember your dreams every morning?

2. What did you dream about when you were a child?
   Draw a picture of what you dreamed about as a child, what you dream about now, and your favorite dream. A bad dream is called a nightmare.

3. What do your dreams mean? Why do you dream?
   Do you believe dreams can come true?
   Have you ever dreamed about:
   - catching a fish
   - being bit by a snake
   - riding in an airplane
   - your teeth falling out
   - falling and falling
   - wanting to run

4. Do you dream in English?
   Did you ever see someone talking or walking while still asleep?
   Do you sleep on your back or on your side?
   Why do people snore? Do you snore?

5. After lunch, people sometimes take a nap.
   Do you sleep or rest in the daytime?
   How do you relax? What do you think about?

6. When you go to the doctor you have to wait. When you take a bus or plane, you sit and think.
   What do you day dream about?

7. Do you have a job? Do you take a break at work? What do you do?

8. What is your dream for the future? What do you want for you and your family?

9. Which do you like better: nights when you don't dream at all or nights when you dream a lot?
   - relaxing and thinking about many things or relaxing and not thinking about anything at all (empty mind)?
   - working hard and then resting or resting first and then working hard?
   - dreaming about having lots of money or dreaming about having lots of friends?

10. American children like to look at the first star that they see at night and make a wish:

    "Starlight, star bright, first star I see tonight;
    I wish I may, I wish I might, have the wish I wish tonight."

    What do you wish?
    How do you wish? What can you do to make wishes come true?

Police and Law Enforcement

CONSIDERATIONS

This topic can be used to allay fears and inspect rumors that periodically arrise in communities. U. S. civil liberties are different from every country so newcomers are unlikely to be aware of some of them.

MATERIALS

Pictures of uniformed law officers and their vehicles.

Xeroxed examples of identification papers: Passports, birth certificates, "green cards", I.D. cards, police I.D. or badges, licenses.

Copies of other legal forms: tickets or fines, business registration, car registration, sample ballots, pay stubs showing tax deductions, etc.

Examples of posted regulations: no parking zones, fire codes, post office notices, etc.

A good English dictionary

ACTIVITIES

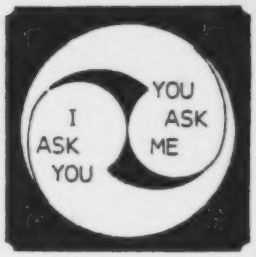
Invite a Public Relations policeman from your local force to speak to the group.

Discuss the following page of rights and procedures that apply to all U.S. residents:

Organize 8 small discussion groups and circulate each item from group to group, allowing about 3 minutes each. Or, for time and group size considerations, you may want to divide the items into two sets (1--4 and 5--8) and give the groups 7-10 minutes to discuss each set.

To further define these rights and terms, you might assign groups to perform a role play demonstrating each point. Provide props such as ties, hats, badges, name placards, a gavel, briefcase, etc. for the "actors".
(e.g.: "You have the right to remain silent."
Policeman - "You're under arrest. Why did you steal that money?"
Person - "I won't answer. I want a lawyer first.")

Police and Law Enforcement



1. Compare the police in your countries. What do they wear? What weapons do they use? What kinds of things do they do in your community?
2. Do the people in your community like to talk to the police? Why or why not?
3. Have you or a friend ever been stopped by a policeman? What happened?
4. If a policeman stops you and asks questions you don't understand, what can you do? Can a policeman come into your house and look around?
5. If someone broke into your house or apartment and stole something, what would you do?
6. If someone tries to rob you, what can you do to protect yourself?
7. Have you or a friend ever reported something to the police? What happened?

*8. What laws in your country protect a person who is arrested by the police?

*9. Have you ever been in a court of law? What happened?

OPTIONAL ACTIVITY

*Which of the following are illegal in your country or town? What kind of punishments do the crimes have? (Compare U.S. codes with partner's original country.)

men having 2 wives at the same time

men wearing long hair

women walking alone on the street

teenagers marrying without parents permission

16 year olds drinking alcohol in a bar

10 year olds not attending school

children running away from their parents

anyone shooting a dog

owning a gun

selling food on the street

smoking on a bus

begging

gambling

offering a bribe

taking a bribe

crossing the street in the middle of the block

speeding

stealing - a cow, food, money

beating a family member

kidnapping a child

Police and Law Enforcement

1. Upon arrest, a person has the right to remain silent.

2. Upon arrest, any statement the person makes may be used as evidence against him.

3. Upon arrest, a person has a right to the presence of an attorney before questioning.

4. Upon arrest, a person who cannot afford an attorney will have one appointed for him prior to any questioning, if he so desires.

5. Search warrant

6. Write of habeas corpus

7. An arraignment a hearing

8. Subpoena summons

100

Change

CONSIDERATIONS

This topic is more difficult than others to discuss without materials. If you have a number of lower level students, be sure to bring in lots of objects and pictures.

MATERIALS

Pictures of the same place at different times

Pictures of participants in a different time and/or place

Old and new of the same tool (pictures or real objects)

Anything old and cherished

A fruit, vegetable or flower in various stages (seed, seedling, blossom, green fruit, ripe fruit, etc.)

ACTIVITIES

Find two pictures that are nearly alike. Have partners find the differences.

Have everyone close their eyes. Change 7 objects on your materials table (either the location or actually removing them). Have people tell what is different.

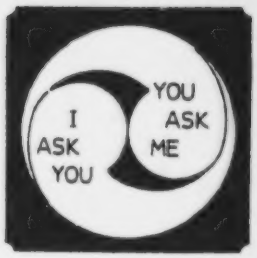
Explain to the group that you are going to leave the room and come back again with three to five changes in your clothing or appearance. They will have to tell you what these changes are. (Unbutton something, untie your shoelace, take off your glasses or an earring, etc.) Then do the same thing with partners. Have them get back to back; change three to five things; get face to face again and tell each other what's different.

SONGS

Little Boxes

Turn, Turn

Change



1. What was life like in your country when you were a child? What was the same? What was different?

2. How many times have you moved to a new community? How do you feel when you move?

3. What was the most difficult move that you made?

4. What have been some good changes in your life?

5. What changes are you looking forward to? Finishing school/ getting a job/having grandchildren?

*6. If you could change one thing in your life right now, what would you change?

7. How was housework different 25 years ago? How about cooking? Transportation? Health? etc.

8. Have you ever changed jobs? Tell me about it.

9. How was your profession or job different ten years ago?

10. What changes have you seen in the relationship between parents and children? Between teachers and students?

11. What changes do you think there will be in your life in the next years?

RIDDLE: What walks on 4 legs in the morning, 2 legs at noon, and 3 legs in the evening?

*Advanced question

PART 2

OBJECT BOX ACTIVITY

Some Talk Timers will not have enough English to carry on an extended conversation, much less read from the conversation theme sheets. The coordinator should identify several volunteers who can use the object box technique and who won't expect too much from their partner. The object box activity is an action-based activity rather than a conversation-based one.

The idea is to help the language learner become familiar with the names of common items and respond appropriately to directions we hear every day. The following Object Box Activity Sheet gives the step-by-step procedure to the volunteer. There are two major elements for the volunteer to keep in mind: first, avoid using too many new words with the partner, and second, don't hesitate to practice each direction many, many times.

Example Object Boxes (provided by the coordinator):

bowl	collander
fork	spoon
cup	plate
pan	glass
knife	

apple	banana
grapes	cucumber

shoes	sweater
pants	shirt
coat	socks

doll	toy cars
Fischer-Price people	
doll furniture	
toy trucks	

book	paper
pen	pencil
chair	safety pin
table	diaper

hammer	nail
screwdriver	screw
pliers	glue
tacks	

thread	scissors
needle	pins
cloth	

and so on....

OBJECT BOX ACTIVITY

From the Object Box choose 4--6 items only.

****

I. TELL YOUR PARTNER THE NAME of each item several times.

Your partner will probably try to say each word, but the goal for this activity is not speaking. S/he shows understanding with a physical response to the directions you will give, so you don't have to spend much time on pronunciation.

II. A. GIVE DIRECTIONS. Demonstrate the action when you first give the command. Repeat often until your partner can follow the direction without hesitation.

1. Pick up the __(1)__. Pick up the __(2)__.... __(3)__.... __(4)__.
2. Point to the _____. etc.
3. Give me the _____.
4. Put the _____ in the box.

B. ALTERNATE the directions while alternating the objects.

(example) Point to the __(3)__.
Give me the __(2)__.
Put the __(4)__ in the box. etc.

III. TRY either or both of the following.

A. Give two directions at once.

(example) Give me the __(4)__ and put the __(1)__ in the box.
Pick up the __(2)__ and give me the __(3)__.

B. See if your partner can give you directions. (Don't worry if s/he can't. Speech isn't a primary goal of this activity.)

IV. IF understanding the object names and the directions become no prpblem to your partner, you might ADD 2 MORE DIRECTIONS. Remember to demonstrate each new direction.

(examples) Put the _____ near the _____.
Put the _____ under the chair.

(after putting the objects around the room:
Find the _____. (Say "Here it is.")
Bring me the _____.
Look at the _____.
Take the _____to the _____. (and leave it there)

(or choose 2 specific functions of the items from the box:
Cut the thread.
Open the stamp pad.
Pound the nail.
etc.

PART 3

SHUFFLE BREAK ACTIVITIES

A shuffle of partners half way through your session will stimulate conversation and get everyone acquainted faster. Shuffling partners can be as simple as ringing a bell and telling every one to stand up and change seats, or you can devise a game to make new groupings. Then the Talk Timers have the option to continue with the conversation questions or to use alternative materials provided by the coordinator, such as pictures or objects pertaining to the week's topic.

The benefit of a break cannot be overemphasized. Limited English Speakers and volunteers alike concentrate very hard during conversation. They need a chance to relax. The break is often a natural time for refreshments and mingling with partners from previous weeks. It also can be an opportunity for a full group presentation such as learning a song, having a guest speaker talk for five to ten minutes or asking one of the Talk Time participants to present a brief "show and tell."

SONGS

Songs can be a great addition to the cultural exchange and can help create an informal and fun atmosphere. Enthusiam is more important than the ability to sing well. A Talk Timer who plays an instrument can demonstrate and help carry the tune. It's very helpful to have the lyrics printed out for volunteers and language learners who read. Only one new song should be introduced in a session, but the group will enjoy repeating it several times and then reviewing songs from previous weeks. Singing the song again at closing can be an effective way to draw the session to a close.

Possible Song Ideas:

Old MacDonald Had a Farm
This Old Man
Where Have All the Flowers Gone?
500 Miles
On Top of Old Smokey
She'll Be Comin' Around the Mountain
Three Blind Mice
B-I-N-G-O
We Wish You a Merry Christmas
Taps--Day is Done
I'd Rather Be a Hammer than a Nail
(El Condor Pasa)
Mulberry Bush
Row, Row, Row Your Boat
Down in the Valley
This Land is Your Land
Yankee Doodle
The Hokey Pokey
Rock-a-Bye-Baby
Auld Lang Syne
Billy Boy
You Say Hello, I Say Goodbye

Suggestions for Learning Songs:

Try the following sequence when you attempt a new song.

LEADER:	Sing the song once all the way through.
	Sing one line at a time.
EVERYONE:	Repeat one line at a time.
LEADER:	Sing two lines at a time.
EVERYONE:	Sing two lines at a time.
LEADER:	Sing one verse at a time.
EVERYONE:	Sing one verse.

If the song seems difficult, you may limit the song to one verse and the chorus the first time you introduce it.

SPEAKERS AND PRESENTATIONS

Have a guest speaker address the whole group for 5 to 10 minutes. Topic suggestions are listed below. To guide your choice of speakers, use the guidelines of simplicity and immediacy to your participants' needs and interests.

Advise your speakers to use simple language and lots of repetition. Encourage them to use visual aids whenever possible. After the presentation you can organize small group discussions of the speaker's important and useful points. Your volunteers should be ready to summarize, clarify or scale down the speaker's words only when confusion occurs. This is an information sharing activity where meaning is more important than fluent use of the language.

Possible Speech/Presentation Topics:

Police: robberies, emergencies, crime prevention....
Nutrition and health care
Fish and Game Department information
Volunteer's present or former job
Tenants' rights
Driver licensing and information
Citizenship

DEMONSTRATIONS

Demonstrations are similar to speeches or presentations, but the focus is placed on objects and physical activities as well as on the information. A rich source of demonstrators is retired Talk Timers. Encourage them to share information, experiences, or skills connected with their present or former occupations. The demonstration can be aided by displaying related materials on the Object Table. Hands-on activities in small groups provide a useful follow-up. If possible, have enough tools or objects for each small group to use. If the demonstrator constructs something, finished projects are useful to have on hand as models. If something is repaired, "before" and "after" examples are helpful (a new spark plug versus shot one, for instance).

Timing can be critical. Allow for plenty of time to complete the more complicated tasks and for some such as baking, you'll need to plan filler activities while the "cookies are in the oven."

Possible Demonstration Topics:

Baking cookies, bread or ?
Fixing leaky faucets, broken household objects
First aid measures and kits
Car repair
Slides and souvenirs of trips
Hobbies
Holiday customs: decorate a Christmas tree, make Halloween masks, carve pumpkins, make valentines, dye Easter eggs, have a Thanksgiving potluck....

"FIND SOMEONE" GAME

This game helps people get acquainted and gets everyone up and out of his or her chair. The coordinator hands out a list of Find Someone questions:

FIND SOMEONE #1

1. Who drives a car? _____
2. Who rode the bus last week? _____
3. Who is wearing something red? _____
4. Who has been in the U.S. since 1982? _____
5. Who went shopping today? _____
6. Who ate rice today? _____
7. Who talked on the telephone yesterday? _____

Everyone walks around the room to find a person's name for each item. For "Who ate rice today?" the Talk Timers ask each other, "Did you eat rice today?" or repeat the printed question. Answers can be, "I did (didn't)." or, "Ask her (over there)." To avoid some language problems you may choose to use yes/no questions, especially the first few times you play the game:

1. Do you drive a car? _____
2. Did you ride the bus last week? _____
3. Are you wearing something red? _____
4. Have you been in the U.S. since 1982? _____
5. Did you go shopping today? _____
6. Did you eat rice today? _____
7. Did you talk on the telephone yesterday? _____

Demonstrate this game very carefully the first time you try it. Pass out the short question sheet. (Colored paper will distinguish it from the theme question lists.) Show the entire group how you approach several people and ask, "Do you drive a car?" or, "Do you know who drives a car.?" When you find someone who does, have her write her name on your paper or ask her to spell it for you as you write. The coordinator shouldn't play the game the first time but should scout the group for people who need help asking questions.

After about five minutes, the whole group convenes to compare findings. Different aspects of the game can be emphasized on different occasions: for

example, which items have the most or fewest people who qualify (five ate rice and only one rode the bus) or how many participants succeeded in filling in all the blanks. New conversation pairs can form by finding one or two items they have in common. Once you learn more about your group, you can make Find Someone lists that refer to you Talk Timers' interests and talents, such as, "Who makes furniture at home?" or, "Who takes care of small children?" and so forth.

FIND SOMEONE #2

1. Who is wearing a sweater? _____
2. Who as born after 1953? _____
3. Who lives on _____ street? _____
4. Who ate an apple today? _____
5. Who likes coffee? _____
6. Who came to Talk Time last week? _____
7. Who speaks Polish? _____

FIND SOMEONE #3

1. Who wrote a letter today? _____
2. Who has four children? _____
3. Who needs a job? _____
4. Who has lived in Seattle for five years? _____
5. Who likes the snow? _____
6. Who plays soccer? _____
7. Who plays a musical instrument? _____

FIND SOMEONE #4

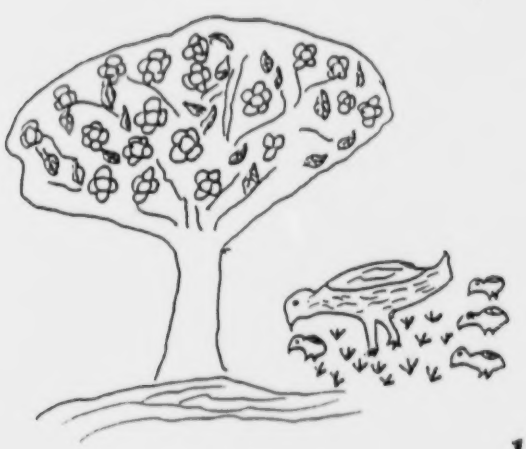
1. Who likes the rain? _____
2. Whose birthday is this month? _____
3. Who ate fish today? _____
4. Who was born in Phnom Penh? _____
5. Who has a job? _____
6. Who speaks Vietnamese? _____
7. Who goes to school everyday? _____

PART 4

MORE CONVERSATION AIDS

DRAWINGS

Hand drawings can often be the key to overcoming confusion during conversation. Supply the Talk Time area with plenty of scratch paper, pencils, colored pens and crayons. Hand-drawn illustrations can simplify a topic, expand the conversation, or get one word or point across. Many adults hesitate to expose their lack of talent for drawing, but the more everyone sees that stick figures and distorted perspectives are acceptable, the more this very effective tool will be used. Several of the question sheets in the Conversation Activities Packet suggest that the partners share drawings as a way to explain elements of their lives. Drawings can be used to describe something one of the partners has never seen before. Collect some drawings to display on a Talk Time bulletin board or in a scrapbook as a continuous source of conversation.



BODY LANGUAGE

Communication can either be cleared up or confused by non-verbal messages. Talk Timers will find themselves naturally resorting to gestures to make a point. Unfortunately, gestures are not all universal. A fun activity, used either briefly during shuffle break or as a basis for paired conversation, compares and contrasts how Talk Timers express some of the following non-verbally.

1. "Yes" "No" "Maybe"
2. "Thank you" "Please" "I'm sorry"
3. "Come here." "Go away." "Wait." "Stop."
4. "I don't know." "I don't understand."
5. "I don't believe that."
6. "Don't do that."
7. "I can't hear." "Be quiet."
8. "I agree." "I disagree."
9. "I forgot."
10. "It's delicious." "It's awful."
11. "Sit down." "Stand up." "Turn around."
12. offering ("Would you like _____?"), acceptance, refusal
13. counting
14. indicating a place nearby, far away, to the left, to the right
15. greeting a child, a friend, an important person, a wife or husband, a grandparent, a minister, priest or monk
16. showing surprise, anger, happiness, disapproval
17. flirting

PERSONAL PHOTOGRAPHS

Encourage all participants to bring and share their personal photographs. Personal photographs usually are centered around the family and important family events which make excellent conversation topics. Partners will be intrigued with the details of each other's private lives. For a planned activity, photographs can be used to compare the customs and interests of Talk Timers. Or, you may ask everyone to bring personal snapshots that pertain to the next session's theme. Caution everyone to protect their photos by mounting them in plastic pages or something of the sort.

Themes that can be developed with personal photos:

1. Vacations--unique places, weather, road maps and world maps can be illustrated well with snapshots and postcards
2. Holidays --family customs can deepen understanding of cultural celebrations
3. Weddings, Christenings, Birthdays, etc.
4. Hobbies, neighborhoods, pets, friends and family

OBJECT TABLE

There are many everyday things that newcomers may never have seen before or have seen but don't know how to use. Periodically you can arrange to have participants bring in objects related to a particular topic. Five to ten objects are enough for this activity. They should be placed on a table with easy access on all sides. Call attention to the items at the beginning of Talk Time or during shuffle break. Encourage the pairs to examine and discuss the objects at their leisure to avoid a crowd around the table all at once.

Possible objects:

1. Carpentry tools
2. Cooking equipment
3. Yard/gardening tools
4. Kitchen utensils
5. First aid supplies
6. Photographic equipment
7. Fasteners (nails, paperclips, tacks, hooks, etc.)
8. Clocks, calendars, stopwatches
9. Office supplies, equipment
10. Sewing items, cloth
11. Make-up, jewelry
12. Sports equipment
13. Lights, lamps, lanterns, etc.
14. Weather related clothing (umbrellas, sunglasses, etc.)
15. Spices
16. Musical instruments
17. Games
18. Baby clothes
19. Baby toys
20. Foot wear
21. Head gear
22. Vegetables, fruit, grains & noodles
23. Camping equipment
24. Catalogs
25. Foreign souvenirs
26. Flowers
27. Cleaning/janitorial equipment

PICTURES

Another resource for conversation is a collection of pictures on a wide variety of topics. Magazines, calendars, picture books as well as individual pictures mounted on tag board can pick up a conversation that is dying. The coordinator or a volunteer can briefly introduce new pictures to the entire group. The pictures should be carefully selected to be relevant and easily recognizable. They might illustrate common situations (rather than just vocabulary items) in either American life or life in other countries. The volunteers should start the conversation about a picture with the specific details and descriptions and then proceed into a discussion of personal experiences and opinions.

Some Resources for Pictures

1. National Geographic
2. Life
3. Geo
4. Nature magazines
5. Topic calendars
6. "Coffee table" books
7. ESL visual books
8. Newspapers--Sunday editions, cartoons

CONTROVERSIAL STATEMENTS AND SITUATIONS

Vary the Conversation Question format by using controversial statements or situations. After the Talk Time group has had a chance to settle into a basic routine, choose statements or situations that will promote discussion and thought, perhaps disagreement, but that will not offend either the volunteers or the language learners. A statement may simply be read or it may be read with some supporting statements. Just as in the Conversation Question format, the volunteer works in as small a group as possible. The purpose is not to initiate disagreement, but to encourage sharing opinions freely and explaining a particular position. For beginning speakers, the task will be to make the statement or situation meaningful and take a "yes/no" position with perhaps a supporting or conflicting statement. Taking a public stand and voting on issues where the majority rules is typically American. At first, many language learners will find this uncomfortable. Respect for everyone's opinions must be a consistent attitude in Talk Time.

Example Controversial Statements:*

1. Smoking should be outlawed.
2. Television is bad for you.
3. Childhood is the happiest time of your life.
4. Living in the city is worse than living in the country.
5. Only women can raise children.
6. Strength is more important than intelligence.
7. Books (plays, films, etc.) should be censored.

*See next page.

Example Controversial Situations:*

1. Sam found a good job 60 miles away. He wants to move closer to it. He will get more money, but his wife and children don't want to move and leave their family and friends. What should he do?

2. Kim bought a sweater on sale. After she got home she found a stain on the sleeve. What should she do?

3. Hoang has worked at minimum wage for 6 months. His boss always tells him he does good work and will get a raise soon, but each week his check is for the same amount. What should he do?

4. Hoa is 21 and single. She just finished job training and wants to get a job and have her own apartment. Her family wants her to get married. What should she do?

5. A boy and a girl are out alone at night together.
   What do you think about it?
   What do you think the parents think?
   What do you think she thinks and he thinks?

6. A woman goes to work and her husband takes care of the children.
   How do you feel about this?
   How does the mother feel?
   How does the father feel?
   How do the children feel?

*You will want to write your own lists to fit the interests of your particular group. Further topic ideas and controversial material can be found in the following resources:

Bowers, Barbara and John Godfrey, Decisions. Dominie Press, Ltd., 345 Nugget Ave., Unit 15, Agincourt, Ontario, MIS 4J4. 1983. Several good situations with some interesting variations of activities.

Carver, Tina Kasloff and Sandra Douglas Fotinos, A Conversation Book, Book One and Two. Prentice-Hall, Inc., 1977. Available through the VTP for trained tutors of "beyond survival" students.

Wallerstein, Nina, Language and Culture in Conflict. Addison-Wesley Publishing Co., Inc., 1983.

PART 5

MORE POSSIBLE TALK TIME THEMES

In the process of developing the Sample Conversation Themes in Part 1 of this packet, the VTP generated many more theme ideas. The same will happen to other Talk Timers. Here is the beginning of a "brainstorming" list to encourage you to keep a record of ideas that occur to you.

GREETINGS: invitations, gift giving, cards.....

FOLK STORIES

FAMILY RELATIONSHIPS

SOCIAL ROLES

ENTERTAINMENT: TV, movies, plays.....

PREJUDICE

STEREOTYPES

EDUCATIONAL SYSTEMS

THE COURTS: conflict resolution, personnel.....

MONEY: credit, barter, gambling.....

HOLIDAYS

THE MILITARY

INSURANCE

TIME

SPACE

BEAUTY

NON-VERBAL COMMUNICATION: gestures, eyes, clothing.....

WRITTEN COMMUNICATION: letters, notes, notices.....

ADVERTISEMENTS

SAFETY

ETIQUETTE

UNIONS

JOB BENEFITS

DATING, COURTSHIP

CONSUMER INFORMATION

PART 6

MORE ACTIVITY IDEAS

DECORATE	Decorate your space. Bring in posters. Put up drawings from previous sessions.
PLANTS	Plant a garden for Talk Time. Potatoes and avocados grow quickly and profusely.
LIES	Tell the coordinator three things about yourself. She writes them down on separate slips of paper, mixes up all the slips, and reads them back. People try to guess who said what. The catch is that from 1 to 3 of the ideas can or should be LIES.
WISHES	People tell 3 wishes to the coordinator. Follow the steps of LIES.
TALK TIME NEIGHBORHOOD	A very long sheet of paper has a few hills and trees drawn on it. Everyone draws his or her own house on the street wherever they like. This becomes the "Talk Time Neighborhood."
CHILDHOOD	Each member of Talk Time tells one and only one childhood memory.
ANN LANDERS	Each member tells the coordinator one problem or trouble that he/she has and the coordinator writes it down. Later the coordinator reads them to the whole group who act as Dear Ann and suggest solutions.
MYSTERY BOXES	The coordinator puts several items in boxes (could be items from the object box or simply common household items). Volunteers and their partners shake and concentrate on the boxes and try to guess what is inside. Who knows???? Only the coordinator knows for sure.
COMICS	The coordinator whites out the captions in some comic strips and groups work together to fill them in. It is <u>important</u> that the limited English speakers do the story telling and the volunteer writes in the <u>uncorrected</u> language. Later the whole group shares in the fun.
MUSIC	Play background music during parts of Talk Time.
BIRTHDAYS	Sit in order by birthdates (Jan. 1 - Dec. 31). Form groups by seasons.
TREASURES	Have each participant bring in a treasured object. Share with the group or with partners why it's important. Have the partners tell a story about the objects.

WHAT IS IT?	Bring in a slide projector and a variety of unrelated slides. Put in a slide but don't focus it. Have partners guess what they think it is. Put the slide in a little better focus. Discuss again. Repeat the process until the image is clear.
	OR
	Take easily identifiable pictures from magazines. Cut them in parts like a puzzle. Have partners put them together. You can have them guess what it is with one puzzle piece, or 3 or whatever.
RIGHT BRAIN DRAWING	If you like to draw and are intrigued with right brain activities, try some with your group. Betty Edward's Drawing on the Right Side of the Brain is a good resource.
POETRY	Do you like poetry? Get ideas from Kenneth Koch's Wishes, Lies and Dreams or Teaching English through Poetry, Alemany Press.
DRAMA	Or is drama your forte? Maley and Duff's Drama Techniques in Language Learning is a great resource. Or adapt exercises from other sources.
FIELD TRIPS	Prepare for an outing through conversation that anticipates what you will see and do. The language learners will be more comfortable in new surroundings if they have been advised beforehand of specific things to expect. Afterwards the question list can refer to recent sights and events and the Talk Timers will have a shared experience to stimulate further conversation. A collection of artifacts, photos, and drawings from the excursion will enrich the conversation during the next session.
DO YOUR OWN THING	Share your special interests with the group. Develop your own topics. Encourage group members to be active planners. And tell us about it!